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THE RELATIONSHIPS AMONG LEADERSHIP BEHAVIORS OF
LEADERS IN TRAINING ORGANIZATIONS, TRAINING
METHODS, AND ORGANIZATION PROFITABILITY

A Dissertation
Presented to
The Faculty of Educational Leadership and Policy Analysis
East Tennessee State University

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

by
Joseph D. Keith
May 1996

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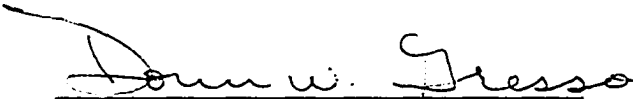
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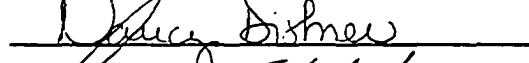

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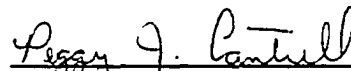
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The committee read and examined his dissertation,
supervised his defense of it in an oral examination, and
decided to recommend that his study be submitted to the
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for the degree of Doctor of Education in Educational
Administration.


Chairman, Graduate Committee

Signed of behalf of
the Graduate Council


Interim Dean, School of Graduate
Studies

ABSTRACT

THE RELATIONSHIPS AMONG LEADERSHIP BEHAVIORS OF LEADERS IN TRAINING ORGANIZATIONS, TRAINING METHODS, AND ORGANIZATION PROFITABILITY

by

Joseph D. Keith

Business organizations are decreasing funding for training. The problem investigated in this study was to determine if there was a relationship among the leadership behavior of training leaders, the use of newer methods of training, and organizational profitability.

A sample of 57 organizations from the Fortune 500 was surveyed to determine leadership behavior and the use of newer methods of training. The Leadership Practices Inventory was used to measure leadership and the Affective Communication Test was used to measure charisma. Profitability data were obtained from the literature. Return on assets, return on equity, the Moody's Corporate Bond Rating, and the Standard and Poor's Opinion were used as profitability measures. Correlation and regression analyses were used to analyze the data.

No relationships were shown between leadership behaviors and training methods or between leadership behaviors and profitability. A positive relationship was shown between the number of newer training methods used and organization profitability as measured by return on assets. The following were the newer training methods: (a) accelerated learning, (b) case study methods, (c) computer-based training, (d) experiential exercises/games/simulations, (e) interactive video instruction, (f) multimedia, (g) non-computerized self-study, (h) problem-based learning, and (i) video teleconferencing.

INSTITUTIONAL REVIEW BOARD APPROVAL

This is to certify that the following study has been
filed and approved by the Institutional Review Board of East
Tennessee State University.

Title of Grant or Project The Relationship Among Leadership
Behaviors of Leaders in Training Organizations, Training
Methods, and Organization Profitability

Principal Investigator Joseph D. Keith

Department Educational Leadership and Policy Analysis

Date Submitted May 20, 1995

Institutional Review Board, Chairman *James M. Winters, MD*

DEDICATION

This dissertation is dedicated to my wife Susan, my parents, Ray and Margie, and my children Paul and Sarah.

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My sincere appreciation is extended to my doctoral committee chairman, Dr. Donn Gresso, for his time, guidance, encouragement, and kindness that made this study possible.

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CHAPTER 1

INTRODUCTION

Leadership behaviors in American businesses have been in continual change. The most current leadership behaviors have been emphasizing change, challenging the status-quo, visioning, moving towards a learning organization, forming to an information organization, championing empowerment, modeling systems, and constructing mental models (Bennis, 1989; Byham, 1988; Covey, 1990; Kotter, 1990; Senge, 1990). Leadership in training organizations has also undergone change. Training leaders have been emphasizing decentralization, coaching, facilitation, and teamwork. Their primary focus has been on producing results, focusing on bottom line behaviors, being held accountable for business results, participative work environments, employee teams, and facilitating change ("Designing a value-added HR organization", 1993; Longman, 1988; Meister, 1994; Witkin, 1992). Methods of delivering training have changed from principally lecture, video, and one-to-one training to greater use of games, simulations, computer-based training, interactive video, multimedia, and experiential learning (Froiland, 1993; Gordon, 1990; Meister, 1994). Training, much the same as any other part of a profit-making organization, must contribute to the bottom line.

Covey (1990) stated that corporations must focus on economic well-being and that jobs are to produce wealth. The training organization in a company must contribute to this well-being. The often heard quote is, "In tough times, training is the first thing to get cut" (Lee, 1992, p. 31). In 1991, 59% of the budget cutting organizations surveyed by Training magazine cut the training budget (Lee, 1992). In 1992, 60% of organizations participating in the same survey cut training budgets. Hassett (1992) wrote that the most compelling demonstration of a training program's effectiveness is its effect on the bottom line or ROA (return on assets or investment). Malcolm (1992) suggested that the company's executives are scheming to cut costs and they are looking at the training department.

The most common method of determining a company's success is its measure of profitability. Profitability is usually measured by ROA which is determined by profits after taxes divided by total assets (Stoner & Wankel, 1986).

Certain questions can be asked: Does a training department with training leaders who use new, empowered leadership behaviors contribute to profitability? Does a training department with training leaders who use new, empowered leadership behaviors use the more modern training methods? Does a training department which uses the more modern training methods contribute to a company's profitability?

Statement of the Problem

If training organizations are to survive, they must contribute to profitability. Many studies have tried, usually unsuccessfully, to show a direct link between specific training courses and organization profitability (Fitz-enz, 1994; Hassett, 1992; Pine & Tingley, 1993). One problem is that some organizations are decreasing their emphasis on training. What are organizations trying to find out regarding training? Should organizations give training more or less emphasis? Do empowered leadership strategies of training leaders contribute to organization profit? Does the use of the newer training methodological strategies contribute to organization profit. Given that organizations are trying to increase profitability, can a relationship be shown between either or both the leadership behavior of training leaders and the training methodological strategies that would contribute to organization profit? If such a relationship could be shown, then these strategies could be emphasized.

Purpose of the Study

The purpose of this study was threefold:

1. to determine if there was a relationship between leadership behaviors of leaders in training organizations and organization profitability;

2. to determine if there was a relationship between leadership behaviors of leaders in training organizations and training methods used; and

3. to determine if there was a relationship between training methods used and organization profitability.

The data collected would contribute to the body of knowledge regarding leadership behaviors, training methods, and profitability.

Hypotheses

The following null hypotheses were formulated for this study.

Hypothesis 1. There is no significant relationship between leadership behaviors of leaders in training organizations and method of training.

Hypothesis 2. There is no significant relationship between leadership behaviors of leaders in training organizations and organization profitability.

Hypothesis 3. There is no significant relationship between method of training and organization profitability.

Hypothesis 4. There is no significant relationship between demographic data such as: age, gender, race,

education level, number of employees in the training department, and number of years in current position and organization profitability.

Significance of the Problem

IBM once trained each employee for more than 40 hours per year (Peters, 1987), but now IBM has halved its costs, trainers, and curriculum, and has cut student hours by 40% (Gerber, 1994a). Witkin (1992) reported that training budgets and staff have been slashed. Dixon (1989) stated that training has low status in the organization due to lack of management support. The importance of training on the bottom line of corporations needs to be determined. If a relationship could be shown between training leadership styles and training methods and the corporation's profitability, training, through the use of proper strategies and methods, would be given more emphasis. This study could help training leaders determine the proper leadership style and the proper method of training that would contribute to the organization's profitability.

This study will determine if there are relationships between training leadership behaviors, training methods, and profitability. Even if such relationships are established, there is no proof of cause and effect. It will be assumed that better training leadership and newer methods of training contribute to increased profitability, but there will not be any method to prove this assumption.

Limitations

1. Participants in this study were limited to a sample of 57 training leaders and their subordinates from 486 corporations in the 1994 Fortune magazine 500 listing of U. S. corporations ("The Fortune 500", 1994).
2. The study was limited to the training leaders' self perception of leadership behavior.
3. The study was limited to the training leaders' subordinates' perceptions of the training leaders' leadership behavior.
4. The study was limited to specific training methods shown to be new or innovative.
5. The findings of this study may not be applicable to small businesses, not-for-profit organizations, or public institutions.

Definitions

The following terms were defined for use in this study:

Leadership: the process of getting others to want to do something that the leader is convinced should be done (Kouzes & Posner, 1987). Leadership was measured partly by the Leadership Practices Inventory which contains five leadership practices.

Charisma: leadership was also measured by charisma which was defined as the special ability and desire to inspire, lead, or elicit the devotion of others (Friedman, Prince, Riggio, & DiMatteo, 1980).

Management: Stoner and Wankel (1986, p. 692) define management: "The process of planning, organizing, leading, and controlling the work of organization members and of using all available organization resources to reach stated goals."

Profitability: measured by return on assets (Stoner & Wankel, 1986), return on equity, Moody's Corporate Bond Rating, and S&P Opinion.

ROA: return on assets or investments.

ROE: return on equity.

Bond Rating: Moody's Corporate Bond Rating (Moody's, 1995).

S&P Opinion: Standard & Poor's Stock Appreciation Ranking System (Standard & Poor's, 1995).

Training: the role performed by an organization assigned the specific responsibility and authority for educating, training, and development of its employees (Craig & Bittel, 1967).

Training Leader: the leader, manager, or superintendent of a training department who determines the need for, develops, delivers, and evaluates training.

Training Method: the instructional method used to deliver training (Froiland, 1993).

Overview of the Study

The study was organized into five chapters:

Chapter 1 contains the introduction, statement of the problem, purpose of the study, hypotheses, significance of the problem, limitations, definitions, and organization of the study.

Chapter 2 contains a review of the literature. This review is divided into eight major categories: (1) Introduction, (2) An Overview of Leadership Behaviors, (3) Leadership Behavior of Training Leaders, (4) Training Organizations, (5) Training Methods, (6) Profitability, (7) The Relationship between Leadership Behavior and Organization Performance, and (8) The Relationship between Training Methods and Organization Performance.

Chapter 3 contains the selected research methodology and the instrumentation used in the study.

Chapter 4 presents the findings and the analysis of the data.

Chapter 5 includes a summary of the study with conclusions and recommendations.

CHAPTER 2

REVIEW OF RELATED LITERATURE

Introduction

This review begins with an overview of leadership behaviors and training department leadership behaviors. Training organizations and training methods are reviewed next.

Leadership Behaviors

Although Bennis (1989, p. 1) stated, "leadership is like beauty: it's hard to define, but you know it when you see it," many definitions of leadership abound. Hersey and Blanchard (1982, p. 83) defined leadership as, "the process of influencing the activities of an individual or a group in efforts toward goal achievement in a given situation."

Burns (1978) stated:

"Leadership is the reciprocal process of mobilizing, by certain persons with certain motives and values, various economic, political, and other resources, in a context of competition and conflict, in order to realize goals independently or mutually held by both leaders and followers." (p. 425)

Drucker (1954, pp. 159-160) suggested, "Leadership is the lifting of a man's vision to higher sights, the raising of a man's performance to a higher standard, the building of a man's personality beyond its normal limitations." Kotter

(1990, p. 3) used leadership to refer "to a process that helps direct and mobilize people and their ideas." Kotter further stated that leadership can be described as establishing direction, aligning people, and motivating and inspiring. Kouzes and Posner (1987) concluded that there are five fundamental practices that enabled leaders to get extraordinary things done. These practices and accompanying behaviors are: (a) challenging the process that includes searching for opportunities and experimenting and taking risks, (b) inspiring a shared vision that includes envisioning the future and enlisting others, (c) enabling others to act including fostering collaboration and strengthening others, (d) modeling the way that includes setting the example and planning small wins, and (e) recognizing individual contributions and celebrating accomplishments.

Training Department Leadership Behavior

Training can be considered an important function in most organizations. Meister (1994) reported that the average time a worker for one of the Fortune 500 Companies spends in training is two-and-one-half percent of the total work time. The leader of the training department and the leaders of the organization want that time to be spent productively and directed toward achieving the goals of the organization.

McDougall (1993) concluded that the training manager's or leader's job is fundamentally concerned with planning, organizing, controlling, and developing the training function. Nilson (1991) reported that the training leader coordinates and facilitates training. The job may not be that easy because Sloman (1994) reported that training managers live in a state of intellectual confusion. The managers are trying to link training with the company strategy, are trying to determine how training relates to company culture, and are trying to help the company become a learning organization.

Training managers exhibit the same leadership behaviors in carrying out their jobs as do leaders in general.

Challenging the process

Kouzes and Posner (1987) wrote that leaders challenge the process by searching for opportunities to change the status quo and they experiment and take risks. Max DePree (1992) recommended that a leader should challenge constraints and create a culture for change. Employees will follow a leader who makes meaningful changes connected to a strategy. Change should not be pursued for its own sake, but change is worth the risk if it moves the organization closer to the mission and vision. Tom Peters (1987) wrote that leaders must become obsessive about change. Peters recommended that employees be evaluated on their love of

change. Kotter (1990) wrote that the primary function of leadership is to produce change.

Training is a process that calls for a change of behavior. Witkin (1992) recommended that the training manager of the nineties should be a change agent whose mission is to clarify, interpret, advise, facilitate, and instruct. One way that this may be done is for the training department to experience fundamental change to provide value-added services to the organization (Fitzgerald, 1993). Gerber (1994b) suggested that the training department may have to be re-engineered to carry out its new mission. The training department must serve as a learning laboratory for experimenting with new approaches and practices for the design and delivery of both formal and informal learning initiatives (Meister, 1994). The training manager can not be too attached to any one training methodology (Witkin, 1992). The training manager's job will be to help the organization change, to develop new systems, to change the culture and structure of the company, and to help position the company for future growth. (Gordon, 1986). One of the most recent changes in the training area is the establishment of corporate colleges or universities as is being done at Corning, Saturn, Motorola, Xerox, and IBM (Meister, 1994).

Inspiring a Shared Vision

Kouzes and Posner (1987) stated that leaders inspire a shared vision by envisioning the future and enlisting others in the dream. Cunningham and Gresso (1993) wrote:

"The visionary model is necessary for appropriate team dynamics to develop, and to minimize the unproductive characteristics of defensiveness and fear. It focuses on a collective view of the ideal, and everyone's efforts are focused on creating that ideal. The visionary model allows team members to feel comfortable discussing where effort is required in order to achieve the vision. The focus is on specific areas that need to be addressed if the vision is to be realized, rather than on tearing down or berating what has already been done. The visionary model inspires the team to work toward achieving an ideal." (p. 43)

Peters (1987) suggested that developing a vision and living it vigorously are essential elements of leadership. Effective leadership is marked by a vision of how the organization wishes to make its mark. The leader should frequently discuss and promote the vision to all levels of employees. Kotter (1990) recommended that a leader should establish direction with a vision which describes key aspects of the organization in the future and a strategy for achieving the vision. The leader must get employees lined up behind the vision. A major communication challenge for

leaders is to get employees to understand and believe the vision. Covey (1990) concluded that the best way to get employees to share in the vision is to get employees involved in the process of creating the vision. The process of creating is more important than the actual document. Senge (1990) concluded that a shared vision is a force of impressive power in people's hearts. The vision is shared when all employees have the same picture and are committed to everyone having the vision. A vision will come from someone's personal vision and may take a long time to emerge. Although the leader will want commitment to the vision, many employees will often remain compliant. A leadership challenge is in changing employees' compliance to commitment.

One of the new missions for a training department will be to provide all levels of employees with a common shared vision of the company and its values and culture. Within the training department there should be a set of comprehensive goals with a mission statement for training and education which would show the reason for the existence of the training department over a long time perspective of 10 years or more (Longman, 1988; Pittman, 1987). One of the many roles of the training manager is to develop and articulate the training strategy and promote the training culture throughout the training department and the whole company (Sloman, 1994).

Enabling Others to Act

Kouzes and Posner (1987) stated that leaders enable others to act by fostering collaboration to build spirited teams and by strengthening others making them feel capable and powerful. Cunningham and Gresso (1993) wrote that true empowerment enables people to discover, develop and achieve their potential. People need to become intrinsically motivated and work for the rewards of the organization, but also work from the heart. Covey (1990) suggested four conditions for empowerment: (a) win-win agreement, (b) self-supervision, (c) helpful structure and systems, and (d) accountability. A win-win agreement is a psychological contract between a manager and a subordinate that represents a clear understanding and commitment regarding expectations in: (a) desired results, (b) guidelines, (c) resources, (d) accountabilities, and (e) consequences. After a win-win agreement is established, people can supervise themselves in terms of that agreement. Helpful organizational structures and systems include strategic planning, company structure, job design, communication, budgeting, compensation, information, recruitment, selection, placement, training, and development.

If the training department is training others in empowerment, then the training manager should be practicing empowerment. Longman (1988) recommended that the training manager must foster a participative work environment and

empower employee performance teams. One way to do this is to empower employees who are not in the training department to do training (Staff, 1991, August). This practice can leverage the effect of the training department more than could be achieved with the training department staff. The training manager should be managing training in the organization, not just managing the training department.

Modeling the Way

Kouzes and Posner (1987) wrote that leaders model the way by setting the example for others and by planning small wins. Leaders can unravel bureaucracy, put up signposts, and create opportunities for victory. Peters (1987) recommended that leaders set the example about what is important in the organization by what they spend their time on. A leader should practice visible management and get out of the office at least two-thirds of the time. This time should be spent talking with and listening to employees, suppliers, and customers. DePree (1992) suggested that a leader sets the example for openness and imagination and acceptance. A leader shows by example how to live constructively with eccentricity and how to use creative people effectively.

The training leader should set the correct example for others in the organization. Bellman (1981) recommended that the training manager be a model for clients. Whatever the training department is teaching, e.g. performance appraisal,

meeting skills, etc., the training manager should model those behaviors. The training manager should not ask clients to try any new ideas and innovations without first trying them in the training department. As clients see training use and practice the innovations, the clients will be more likely to use them also. The training manager should also set the example by balancing working long hours with personal life, by exhibiting humility, by demonstrating a sense of humor, by being open to new ideas, and by networking with others, especially vendors and clients (Staff, 1991, June).

Encouraging the Heart

Kouzes and Posner (1987) wrote that leaders encourage the heart by recognizing contributions and by celebrating accomplishments so that everyone feels like a hero. Aubrey Daniels (1989) recommended the use of positive reinforcement to motivate employees. Positive reinforcement is the only consequence that maximizes performance. The best reinforcers are personalized, immediate, specific, and sincere. In addition to reinforcing behavior, leaders should reward good results with celebrations. Usually organizations that take time to celebrate accomplishments are high-performing organizations.

The training leader should encourage others, should give positive recognition, and should celebrate accomplishments. Mitchell (1993) emphasized the importance

of the training leader in giving positive recognition to subordinates to motivate them. Training managers should always look for appropriate ways to reward and recognize instructors whether they are teaching classes or performing other duties (Staff, 1991, December).

Charisma

In 1947, Weber wrote that another type of authority that leaders have is charisma (Hoy & Miskel, 1991). This charisma rests on devotion to an extraordinary individual who is a leader by virtue of the followers' personal trust or by exemplary qualities of the leader. This authority is nonrational, affective, or emotional and rests heavily in the leader's personal qualities and characteristics. Kotter (1990) wrote that charisma is the attribute most important to being a good leader and motivator. Charisma comes from heredity and early personality formulation. Hersey and Blanchard (1982) wrote that charisma can better be understood as human expressiveness and expressions of warmth and friendship. Charisma is a magnetic effect that comes from an animated, strong, attractive person who has an inspiring personality.

Richardson and Thayer (1993) wrote that although traditionally charisma has been viewed as an inherited trait, charisma can be developed. To develop charisma, a leader must follow a specific process of maintaining optimism, of expressing passion, of demonstrating whole body

communication, of drawing others in, and of inspiring appropriate emotions in others. Bryman (1992) pointed out that the only personal feature important in charismatic leadership is the ability of the leader to be a powerful speaker.

Pauchant (1991) stated that most of the past research on charisma has focused on the charismatic leader's own attributes. The nature of the followers' own perception and the interpersonal field established between leaders and followers is also of importance. Nonverbal expressiveness is now thought to be a component of political charisma (Friedman, Prince, Riggio, & DiMatteo, 1980). Charisma can be measured better by measuring the leader's nonverbal communications than by describing the leader's physical traits.

Summary

Training is an important and vital component of most organizations. The training leader's job can be viewed in the traditional context of planning, organizing, and controlling, or it can be viewed in the Kouzes and Posner model. Much of the referenced literature fits into the Kouzes and Posner model. Training will be defined in the next section.

Training Organizations

Training has previously been defined as the role performed by an organization assigned the specific

responsibility and authority for educating, training, and development of its employees (Craig & Bittel, 1967). Gardner considered training as a means in achieving organizational effectiveness by management communicating policies and programs, specifying new program directions, overcoming resistance to change, and by providing the required skills and knowledge (Jasaitis, 1992). A more common definition of training is that it is the teaching, instruction, drill, or discipline by which powers of the mind or body are developed in a particular skill or group of skills in a profession or occupation (Webster's Third New International Dictionary of the English Language, 1966). Training is usually considered instruction for a current job (Mitchell, 1993). Mitchell further wrote that one of the main functions of training is to change behavior.

Gayeski (1993) listed various other names for a training department such as "information resources," "information and instruction," strategic communications," "corporate performance," "information management," or "the communications department." A different name may cause different perceptions in the training organization's clients.

Summary

The term training was defined in various ways. Several possible other names for training were listed. The

different training methods will be reviewed in the next section.

Training Methods

Training methods have previously been defined as the instructional methods used to deliver training (Froiland, 1993). There are many types of training methods and these methods have changed over time with newer methods replacing older ones. Training magazine has been conducting an annual survey on training for several years (Froiland, 1993; Gordon, 1990). This survey shows the percentage of companies using various training or instructional methods. A comparison of the survey from 1993 with the survey from 1990 shows training methods used by the surveyed companies that were not listed in 1990. These newer methods are multimedia, interactive video, and computer-based training. Several methods: such as, games, simulations, case studies, non-computerized self-study programs, and video teleconferencing were used by a larger percentage of companies surveyed in 1993 as compared to 1990. Meister (1994) listed a number of newer training methods such as multimedia and experiential learning exercises (simulations) that are being used in corporate quality universities. Doyle (1991) listed accelerated learning and interactive video instruction as newer innovations in training. Malcolm (1992) listed problem-based learning as one of the newer methods of training.

One reason for going to some of the newer methods is that there are several disadvantages of the traditional lecture-based classroom training (Gerber, 1994b). One disadvantage is the cost of the employee's and the instructor's time in the class and the travel time involved if the employees are not located at the training site. Another disadvantage is that each employee receives the same amount of training whether needed or not. Classroom training is considered expensive and inefficient. One training director stated, "We don't have the luxury of using the old methodologies any more," (Gerber, 1994b, p. 28).

Carnevale, Geiner, and Meltzer (1990) recommended choosing a training method based on identifying the kind of learner performance to be developed related to the actual performance on the job. If presentation methods are used, they should always be followed by another method that involves the learner. Another factor to consider is the amount of participant involvement. A lecture would have low participant involvement, but a case study would have higher involvement.

Several of the newer training methods are explained in more detail.

Accelerated Learning

Accelerated learning (AL) is a training approach also known as integrative learning (IL) or super learning (Bretz & Thompsett, 1992). AL stresses the learning environment

and creates environmental conditions believed to maximize learning. The traditional barriers to learning are eliminated so students can use more of their cognitive potential and experience greater learning and retention. The AL approach is a combination of physical relaxation, mental concentration, guided imagery, suggestive principles, and baroque music. Some of the supportive components used are comfortable surroundings, music, rhythmic mnemonics, games, stories, poetry, background posters and peripherals, and group interactions. Student performance is enhanced through self-monitoring, data feedback, and positive reinforcement.

Benefits of AL such as, increased competency, higher test scores, better job performance, and reduced training times are claimed by several authors (Cournoyer, 1991; Froiland, 1983; Gill & Meier, 1989). Bretz and Thompsett (1992) concluded that the documentation on some of the past studies had been inadequate and that the studies had been characterized by poor research practices.

Case Study Methods

The case study method involves reporting an actual or make-believe situation, having the learners think about and analyze the case, and discussing the case with other people (Pigors & Pigors, 1987). The case method started at Harvard Law School, spread to the Wharton School of Finance and Commerce, and is now practiced in many forms. These forms

include fictitious and abbreviated cases, labor arbitration reports, single problem cases, the incident processes, and short cases. Cases can be delivered in printed form, by audio tape, by video tape, or in live form (Eitington, 1984).

Some advantages of cases are that they are personal, real, and specific (Eitington, 1984). Cases promote group discussion, give and take, judgement, and understanding of human behavior. Cases also have certain disadvantages such as incompleteness, slowness, and lack of involvement of quiet learners. Cases require skilled discussion leaders who can integrate the results of the case with real job situations.

Computer-based Training

Computer-based training (CBT) was one of the first of the high technology training methods. Other names for CBT are computer-assisted instruction (CAI), computer-assisted learning (CAL), and computer-based instruction (CBI) (Gaveski, 1993).

CBT consists of interactive tutorials and simulations containing text and possibly graphics that provide training by means of a main frame computer or a personal computer (Gaveski, 1993). The trainees are presented with computer screens with information and are then asked questions. Depending on the trainee's answers, the trainee may receive

customized feedback. The computer has the capability to maintain records of the trainee's responses and score.

Since many companies have invested so highly in technology, it is of critical importance to teach employees to use the systems (Witkin, 1992). Witkin concluded that technology does not always produce the desired results because of computer deficiencies and applications that were not "user friendly." Sometimes trainees resist CBT because the trainees are not used to learning that way (Gerber, 1994b).

Experiential Exercises/Games/Simulations

Experiential exercises, games, and simulations are used because people learn best when they are doing or engaging in the learning process (Bolt, 1990; Hitchcock, 1988). The learning takes place on three levels, physical, intellectual, and emotional (Petrini, 1990).

Hitchcock (1988) defined an instructional game as one where the primary purpose is to teach, not entertain. Instructional games should contain competition, risk, and scoring. Competition may be against other competitors, a standard, the facilitator, or other constraints. The risk involved should minimize the element of change and emphasize the trainee's ability to make a correct choice. Scoring has to be present so trainees can get feedback on performance.

Meister (1994) defined experiential learning exercises as situations that were carefully researched in focus groups

with employees and supervisors interacting to simulate real-world conditions. Workers learn by doing and applying these new skills in job situations. These exercises use drama and excitement to illustrate simple points of real employee issues. The exercises are designed so that the employee participants are responsible for the action. Thompson (1991) limited experiential training to that which is participative, interactive, rich with feedback, adapted to the changing needs of the learner, and guided by clear expectations for educational outcomes.

Experiential exercises can be outdoor adventure based or indoor types. Some business simulations resemble the board games of childhood (Bolt, 1990). Outdoor experiences may be of the wilderness type, the "high-ropes" courses, or the "low-ropes" courses (Thompson, 1991). Most of these types of experiences include some type of lecture before the exercise and extensive, in-depth debriefing afterwards (Solomon, 1993).

The objectives for these experiences may be of a general and personal nature or may be targeted towards team building (Thompson, 1991). Personal objectives include building self-esteem, developing risk taking skills, increased self-awareness, and stress management (Petrini, 1990). Group focused or team building objectives include better communications, creative problem solving, better teamwork, and improved leadership behaviors.

The effectiveness of these experiences depend on transferring the lessons learned to on-the-job applications (Thompson, 1991). Many of these types of programs have not yet proven themselves. Another problem with these types of exercises is that certain simulations are not always appropriate in a particular situation (Solomon, 1993).

Interactive Video Instruction

Interactive video instruction (IVI) is presented on optical discs that resemble compact discs (Gaveski, 1993). The video discs are capable of storing and playing still frames, motion video, and audio. A video disc player is used which can be controlled by remote control or which can be hooked up to an external computer.

Multimedia

Multimedia is usually considered to mean, "a computer system combining text, graphics, video, animation, audio, hypertext, and data bases in one platform," (Thompson, 1994, p. 17). The usual platform is a standard IBM (International Business Machine) compatible personal computer with mouse and keyboard interfaces and a CD-ROM (compact disc-read only memory) drive. The system has memory and can react to the trainee's input. Less expensive multimedia uses CD-I (compact disc-interactive) that has considerably less capacity than CD-ROM (Gaveski, 1993).

Hewlett-Packard cited the need for multimedia training as an alternative to traditional classroom lectures for employees who work swing or night shifts and for employees at off-site locations (Spitz, 1992). Multimedia training can be given to fill an immediate training need. There are many reports of the use of multimedia training that resulted in improved business productivity, reduced training time, increased training test scores, and reduced training costs (K. L. Ervin, personal communication, May 29, 1994). Other benefits of multimedia are remote and on-demand delivery, self-directed learning, consistent instructional materials, multisensory reinforcement, updatability, realistic simulation capabilities, and reduced production time (Pearson, 1993). Multimedia is the fastest growing of the new training technologies. Pearson (1993) estimated that investment in multimedia training would increase about eight fold from 1990 to 1996.

Even with all of the advantages of multimedia, there have been some technical problems which have caused some of the slowness of growth (Pearson, 1993). There have been problems of incompatible platforms, slowness of response, and poor video quality. These problems are being resolved.

Non-computerized Self-Study Programs

Non-computerized self-study is but one name for a type of training method that is also called individualized instruction, learner-controlled, programmed-instruction,

self-instructional, self-paced, self-study, and self-teach training (Budd, 1987; Mitchell, 1993; Richards, 1989). Budd (1987) defined self-instruction to include any teaching situation where students take responsibility for their own learning and make decisions about the topic of study, objectives, resources, schedule, type and sequence of activities, environment, media, learning strategy, etc. The students usually work without direct supervision, set their own pace, and may select their own activities, resources, and learning environment. These types of self-instruction may be delivered through print media and audiovisual media. Instructors are usually not present, but may act as facilitators. One of the main factors, as was done with Skinner's earlier work on programmed instruction, is the frequent use of quizzes and practice with immediate feedback.

Some of the advantages of self-instruction are its flexibility, consistency, mobility, effectiveness, cost savings, compatibility with adult learning principles, and focus on the learner (Budd, 1987). These programs can also provide standardized training in remote locations (Mitchell, 1993). Disadvantages include a high development time for the materials, difficulty of revision, lack of interaction with peers and instructors, and extensive planning requirements (Budd, 1987). Sometimes poorly designed self-

instruction can be very dull and provide little motivation to learn (Mitchell, 1993).

Problem-based Learning

Bridges (1992) defined problem-based learning as an instructional strategy with the following characteristics:

- "1. The starting point for learning is a problem (that is, a stimulus for which an individual lacks a ready response).
2. The problem is one that students are apt to face as future professionals.
3. The knowledge that students are expected to acquire during their professional training is organized around problems rather than the disciplines.
4. Students, individually and collectively, assume a major responsibility for their own instruction and learning.
5. Most of the learning occurs within the context of small groups rather than lectures." (p.5)

Problem-based learning has been used extensively in medical education (Bridges, 1992). This training method creates conditions that optimize the retrieval and appropriate use of formal knowledge. Students are motivated for success by many extrinsic and intrinsic motivational strategies. Malcolm (1992) stated that the application of problem-based learning to corporate education causes learning events which produce real outcomes in the real

world. This type of learning is "learner-driven training," since the point is to give learners what they want when they need it. Each learner leaves the learning experience with a real work product. The application of the learning is built into the process and evaluation comes from examining the work products.

Video Teleconferencing

"Video teleconference training is training delivered across hundreds of miles via satellite and over short distances via local area networks," (Nilson, 1990, p. 133). This training involves a live instructor with the capacity at both ends to see and hear on video monitors. Video teleconference training is a type of media show and requires the same staging and production of any television show.

The main advantage of video teleconference training is that students at various remote sites can see and hear an instructor and other students (Nilson, 1990). The cost for excessive travel to attend classes at a local site is eliminated. The main disadvantage is the cost of the equipment and the transmission. A second disadvantage is that the broadcast may be viewed by anyone who taps into the transmitter unless special precautions are taken. Less desirable training is accomplished with one-way video with audio response, or two-way audio teleconferencing (Schaff, 1981). These types are less expensive, but do not provide the being-there feel that two-way video provides.

Summary

Training methods were defined as the instructional methods used to deliver training. The newer, more modern methods were listed. Reasons for going to the newer methods were given. A short description of each of the newer methods was given along with advantages and disadvantages where appropriate. Profit will be reviewed in the next section.

Profitability

The profit motive is the foundation of our free-market economic system (Rachman & Mescom, 1987). Profitability is usually measured by a ratio of profits after taxes divided by total assets which is called return on assets (ROA) (Rachman & Mescom, 1987; Stoner & Wankel, 1986). Profitability may also be measured by return on equity (ROE) (Rachman & Mescom, 1987). ROE is a short term measure of the organization's vulnerability. A high value of ROE will cause owners to continue to invest in the organization. There are two other indices that give an indication of profitability. The Moody's Corporate Bond Rating indicates the investment community's confidence in the organization with respect to buying corporate bonds (Moody's, 1995). This rating provides investors with a simple system of gradation by which the relative investment risk qualities of a bond may be noted. The Standard and Poor's (1995) S&P Opinion indicates whether an investor should buy, hold, or

sell stock. This opinion measures the short-term potential of stocks measured against a performance index. As with any other part of the organization, training must contribute to organizational performance through increased profitability. The relationship between leadership behavior and organizational performance will be reviewed next.

The Relationship between Leadership Behavior and Organization Performance

There have been a number of studies that attempted to link leadership behavior with organization performance. Bullis (1992) investigated the relationship between leader behavioral complexity and organizational performance. Behavioral complexity was defined as the ability of a leader to demonstrate competing and even contradictory behaviors in the performance of leadership roles. Bullis could not find any support of effective or ineffective leaders from companies with various levels of effectiveness. Bullis also found that leader effectiveness measures provided by superiors and subordinates were not related to organizational performance. No direct relationship between leader behavior and organizational performance was found.

Hannon (1992) investigated favorable and unfavorable human resource management reputation and its effect on corporate performance. Corporate performance was measured by annual shareholder return. Only a weak relationship was found between reputation and corporate performance.

Esrael (1992) investigated the effect of leadership styles on organizational performance of credit unions. He found no apparent perceived leadership differences between effective and ineffective leaders with respect to credit union performance.

Another study of leader attributes on organization performance was conducted by Adeyemi-Bello (1992/1993). He found that leader attribute variables may have important implications for corporate performance. None of these studies demonstrated any significant relationships between leadership behavior and organization performance.

Other studies have shown some link between various leadership behaviors and organization performance. Ostrow (1992/1993) showed a relationship between a firm's profitability and the human resource management practices. He found that certain dimensions of staffing, performance appraisal, compensation, and training and development successfully impact financial performance. He found that firms that provided more hours of training and higher levels of group oriented training had higher ROE.

In a study of the 200 largest property/casualty insurance companies in the United States, Langley (1992/1993) found that leaders with a structuralist approach and with a direct and personal approach to communicating corporate vision and goals were in the more successful insurance companies. The banking industry also showed a

positive and significant relationship between management style and commercial bank success (Magliari, 1992/1993).

Summary

The relationship between leadership behaviors and organizational performance was shown. A number of studies were cited showing organization performance could not be tied to leadership behavior and several studies were cited where there was a link between leadership behavior and organizational performance. The relationship between training methods and organizational performance will be reviewed next.

The Relationship between Training Methods and Organization Performance

The relationship between training and an organization's performance has historically been done on a course by course basis (Fitz-enz, 1994; Montebello & Haga, 1994; Pine & Tingley, 1993). Early in the training literature Kirkpatrick developed a model with four levels of training evaluation, with level four being measurement of the company's return on the training investment (Pine & Tingley, 1993). This evaluation has also been referred to as the ends, goals, results desired, or reduction of costs (Alliger & Janak, 1989). This level of training evaluation is costly and difficult to perform and is done infrequently (Hassett, 1992). Mitchell (1993) wrote that for training to

demonstrate its impact on organizational operations in a tangible way, training must be evaluated in terms of the bottom line and be evaluated as a return on investment. Training's impact has been shown by being responsible for specific improvements in a worker's performance that can be translated to a bottom-line improvement.

A Vice-President of Human Resource Development at Wells Fargo Bank recommended that staff functions like Human Resources Development should not claim bottom-line results for profit and loss (Zemke, 1981). Profit and loss is a line responsibility. Gordon (1986) wrote that a training manager should not take credit for bottom line results because rarely will training be the single cause of something like quarterly increase in revenue. Training can have an impact, but not be the single cause.

Fitz-enz (1994) reported that there are numerous objections to trying to determine the value of training. One of these objections is that there are so many other interrelated factors that affect the financial performance of a company, it is impossible to isolate the pure contribution of training (Fitz-enz; Hassett, 1992). Fitz-enz stated that executives make many decisions on a daily basis with far less analysis as to cause and effect. The value of a training program can be shown if energy, imagination, and courage are expended by those doing the evaluation.

Summary

The relationship between training methods and organizational performance was reviewed. There have been numerous studies relating organizational performance to a given course. Some authors warned against trying to justify training in terms of ROA, while other authors said it was vital to link training to performance.

Overall Summary

The review began with a definition of leadership and a review of the basic schools of leadership and various leadership models. The Kouzes and Posner model was investigated more thoroughly with current general leadership and training leadership behaviors integrated into the model. Training and training organizations were defined and the importance of training was shown. Some of the newer training methods were described along with advantages and disadvantages. Profitability was again defined and the relationship between leadership behavior and organizational performance and between training methods and organizational performance were reviewed.

The next chapter will describe the methods used in the study.

CHAPTER 3

METHODS

The purpose of the methods chapter is to present the population and sample, the research design, the measurement method and instruments used, and the method of analysis of the data.

Sample Selection and Data Collection

The population for this study consisted of training leaders from the top 500 U. S. industrial corporations as listed in the 1994 Fortune magazine listing ("The Fortune 500", 1994). From the 500 corporations, 486 corporations that had three years of financial data were chosen for the study.

Letters were sent to the Vice-President of Human Resources in each of the 486 corporations requesting that the corporation participate in the study. The Vice-President was asked to identify the leader of the training department, and if there was more than one training department, to choose one training department leader using a table of random numbers supplied in the letter. The Vice-President was asked to send a postage-paid, self-addressed post card to the researcher giving the name and mailing address of the chosen training department leader.

The training department leader was sent a cover letter introducing the researcher and the purpose of this study as

well as detailed instructions, the Leadership Practices Inventory-Self (LPI-Self), five copies of the LPI-Other, the Affective Communication Test (ACT) for self, five copies of the ACT for others, a listing of training methods, and a demographic questionnaire. The training department leader was asked to fill out the LPI-Self, the ACT for self, the listing of training methods, and the demographic questionnaire and return these to the researcher in a postage-paid, self-addressed envelope. The training department leader was asked to give the five copies of the LPI-Other and the ACT for others to five subordinates chosen using an enclosed random number table. Postage-paid, self-addressed envelopes were also included for the others to return their questionnaires to the researcher. An offer was made to return a summary of each leader's results.

One month after the initial distribution of each packet, non-responding Vice-Presidents or non-responding training department leaders were called to request the data.

Research Design

The research design for this study included descriptive and correlational research methods. The method of collecting the data included the LPI, the ACT, a listing of training methods, a demographic questionnaire, and profitability information from the current literature.

Gay (1987) described descriptive research as collecting data to test hypotheses. The descriptive study determines

and reports the way things are. Questionnaire surveys are used to collect data. Gay described correlational research as describing in quantitative terms the degree to which variables are related and to use relationships in making predictions. The use of descriptive and correlational research designs were appropriate for testing the hypotheses in this research study because the data were collected by questionnaire to determine the relationship among the training department leader's leadership behavior, the training methods used, and the organization profit. Self-administered questionnaires were efficient and offered the advantage of providing contact with a large number of subjects in a geographically dispersed sample in a relatively short time frame.

Prediction studies are used to test theoretical hypotheses concerning variables believed to be predictors of a certain criteria (Gay, 1987). A combination of variables in a multiple regression study usually results in a prediction equation which will make more accurate prediction than only a single variable. A multiple correlation prediction equation was used in this study to predict profitability.

The weakness of using descriptive and correlational research design was that only relationships between the variables were discovered. No cause and effect could be determined using this type of design. Another weakness was

that the use of this sample limited the generalizability of the results of the study to large U. S. industrial corporations.

Instrumentation

Leadership Behaviors Used

Three instruments were used to determine the leadership behavior of the training department leaders. These instruments were the LPI-Self, LPI-Other, and the ACT which was used for both self and others.

Leadership Practices Inventory. The LPI was developed by Kouzes and Posner (1987) to measure leadership with a valid and reliable instrument. The LPI has two forms: LPI-Self to be completed by the leader and LPI-Other to be completed by the leader's subordinates. Each form contains 30 items, with six items measuring each of the five leadership practices or factors: (a) challenging the process, (b) inspiring a shared vision, (c) enabling others to act, (d) modeling the way, and (e) encouraging the heart. Each item is rated on a five-point Likert scale and a higher value represents greater use of a leadership behavior: (a) a value of one represents "rarely," (b) a value of two represents "once in a while," (c) a value of 3 represents "sometimes," (d) a value of 4 represents "fairly often," and (e) a value of 5 represents "very frequently,". All of

these statements apply to the leader engaging in actions and behaviors in the 30 questions.

The LPI was designed by Kouzes and Posner (1988) based on information received from a 12 page personal best survey that contained 38 open ended questions that had been given to 550 managers. An additional 780 managers completed a shorter form. Additional information was obtained from 42 in-depth interviews with managers in middle- to senior-level positions in public and private companies. From this data, Kouzes and Posner developed the LPI. The LPI was originally completed by 120 graduate business students. Further administration of the LPI involved more than 3000 managers and subordinates. Analysis of the data included tests of internal reliability and underlying factor structure. Initial analysis extracted five factors: (a) challenging the process, (b) inspiring a shared vision, (c) enabling others to act, (d) modeling the way, and (e) encouraging the heart. "Challenging the process" suggests that leaders are pioneers who experiment and innovate, and includes statements 1, 6, 11, 16, 21, and 26 in the LPI. "Inspiring a shared vision" indicates that leaders spend considerable effort imagining what kind of future they would like to create, and is related to statements 2, 7, 12, 17, 22, and 27 in the LPI. "Enabling others to act" indicates that leaders gain the support and assistance of all those who must make the project work, and is associated with

statements 3, 8, 13, 18, 23, and 28. "Modeling the way" encompasses the leader's behavior of setting an example, and includes statements 4, 9, 14, 19, and 29. "Encouraging the heart" includes those leadership practices of recognizing contributions and celebrating accomplishments, and includes statements 5, 10, 15, 20, 25, and 30.

Statistical Analysis of the LPI. The LPI has been given to over 36,000 managers and subordinates (Kouzes & Posner, 1992). Internal consistency reliability values of coefficient alpha for the five factors range from .80 to .91 for the total sample of 36,000 offerings. Test-retest reliability on a sample of 157 graduate business school students ranged from .93 to .95 for the five factors. The LPI was analyzed for factor loading using a principal factoring method with iteration and varimax rotation. Five factors were extracted with eigenvalues greater than 1.0 which accounted for 60.2 percent of the variance. The factor loadings ranged from .556 to .753 for "encouraging the heart," from .471 to .712 for "enabling others to act," from .431 to .701 for "inspiring a shared vision," from .386 to .669 for "challenging the process," and from .367 to .580 for "modeling the way."

Validity of the LPI. The LPI has been utilized in more than nine theses and dissertations (Kouzes & Posner, 1992). The LPI provided a statistically reliable index of visionary

or transformational leadership. The LPI has been shown to be positively and significantly correlated to job satisfaction, organizational commitment, productivity, institutional effectiveness, performance, team effectiveness, empowerment, and inspiration.

Affective Communication Test. The ACT was developed by Friedman, Prince, Riggio, and DiMatteo (1980) to measure charisma by the means of nonverbal emotional expressiveness. The ACT is a 13-item paper-and-pencil, self-reporting test. Each item is marked on a nine-point scale from minus four to positive four, depending on the extent to which the statement is true or false. The test is scored by reversing the sign on statements 2, 5, 6, 8, 9, and 11 (which are stated negatively) and by adding a positive 5 points to each statement so that all values are positive. This test was originally used to measure the charisma of college students.

Statistical Analysis of the ACT. A value of .77 for coefficient alpha for a sample of 289 respondents was obtained for internal consistency reliability (Friedman, Prince, Riggio, & DiMatteo, 1980). A test-retest reliability of .90 was obtained with a sample of 44 respondents on a two month time interval and a value of .91 for test-retest reliability was obtained with a sample of 38 respondents over a one week time interval. These high values indicate stability of the factors. The test developers considered the instrument to be an excellent research tool.

Validity of the ACT. Validation of the ACT was based on judgments by associates of the test respondents (Friedman, Prince, Riggio, & DiMatteo, 1980). Associates of 61 subjects were given a four-item bipolar rating form to rate the respondent's charisma. A significant and non-trivial relationship between the ACT self-report and the rating on the four-item form had a value of .39, $p < .01$.

Training Methods Used

The training methods used started with a listing of the 18 training methods from Training magazine's "1994 Industry Report" (Staff, 1994). In addition, the methods of accelerated learning and problem-based learning were added. This listing was used to determine which training methods the training department leader's organization was using. The 20 methods were listed alphabetically and the training department leader was requested to check those being used. Each method was given an operational definition to aid in understanding the question. From this listing, the following were considered to be the new methods: (a) accelerated learning, (b) case study methods, (c) computer-based training, (d) experiential exercises/games/simulations, (e) interactive video instruction, (f) multimedia, (g) non-computerized self-study, (h) problem-based learning, and (i) video teleconferencing. A numerical count was made of how many of the nine new methods were used by the training department

leader's organization. The training methods used questionnaire was piloted with a sample of 10 training department leaders from business and industry in Northeast Tennessee.

Demographic Data

Demographic data were obtained from each training department leader using a questionnaire that asked: age, gender, race, educational level, number of employees in the training department, and number of years in current position.

Profitability

Profitability was obtained for each of the corporations in the study by averaging the corporation's ROA and ROE separately for the past three years, 1992 through 1994 (Moody's, 1995, Standard & Poor's, 1995). The Moody's Corporate Bond Rating (1995) was used for 1995. This rating ranks corporate bonds as: Aaa, for best quality bonds; Aa, for high quality bonds; A, for favorable investment bonds; Baa, for medium grade obligation bonds; Ba, for bonds that have speculative elements; B, for bonds that lack characteristics of desirable investments; Caa, for bonds that are poor standing; Ca, for bonds that are highly speculative; and C, for bonds that are lowest rated. The S&P Opinion lists five stars for a "buy" stock, four stars for an "accumulate" stock, three stars for a "hold" stock,

two stars for an "avoid" stock, and one star for a "sell" stock (Standard & Poor's, 1995). The use of various short-term and long-term measures of profitability allowed a profile of measures similar to what is usually done in the accounting literature (Ostrow, 1992/1993). All four measures of profitability were not available for all corporations.

Analysis

Hypotheses 1, 2, 3, and 4 were analyzed using the Pearson product-moment correlation analysis. The Spearman rho correlation was also calculated for comparison, but the decisions were based on the Pearson correlation coefficient. A significance level of .0125 (.05 divided by 4) was used since there were four hypotheses involved. This conservative significance level was chosen to prevent the "shotgun approach" as discussed by Gay (1987). The scores from the LPI-Self and LPI-Other were kept separate for each training department leader. Total scores from both the LPI-Self and the LPI-Other were calculated and used in the analysis to give a single measure of transformational or visionary leadership (B. A. Posner, personal communication, February 2, 1996). The scores from the ACT for self and others were kept separate for each training department leader. The total number of new methods used was the measure for training methods. The average ROA and the average ROE for the last three years, the current Moody's

Corporate Bond Rating, and the current S&P Opinion were used as the profitability measures.

A regression analysis was performed using the two total values of the LPI scores, the ACT scores, and the number of new training methods to predict profitability using ROA as the dependent variable. All data were analyzed using the Statistical Package for the Social Sciences PC version (SPSS-PC+).

Summary

Chapter 3 provided an overview of the population and sample, the research design, the measurement method and instruments used, and the statistical tests used in this study. Chapter 4 will discuss the results of the analysis of the data.

CHAPTER 4

ANALYSIS

Introduction

The hypotheses presented in Chapter 1 are addressed in Chapter 4, which includes the results and analysis of the data gathered in this study. The purpose of the study was to determine the relationship among leadership behaviors of training department leaders, training methods used, and organization profitability.

Sample Returns

The pilot study using 10 training leaders from Northeast Tennessee to review the training methods questionnaire revealed that no changes were needed in the questionnaire. Nine of the 10 leaders responded to the questionnaire for a response rate of 90%.

Letters were sent to the 486 Human Resources Vice-Presidents of the Fortune 500 corporations that had three years of financial data. Responses were received from 136 of the Vice-Presidents, either by mail or by telephone, for a response rate of 28%. Of those responding, 61 initially agreed to participate in the study, but four of those subsequently refused, which left a sample size of 57 training leaders who participated in the study. The percentage of those participating was 12% of the original population of 486. Of the 79 who refused to participate,

some gave one or more reasons. These reasons are listed in Table 1. The most frequent reasons were "too busy" and "do not participate in surveys." No response was received from the remainder of the population after one initial letter and one follow-up telephone call.

Approximately half of the surveys returned had responses for five subordinates as requested. Of the remainder, most had four or three subordinate responses. Only four surveys were returned with less than three subordinates responding. Five of the training leaders requested anonymous feedback from the survey.

Demographic Data

The demographic data for the sample are listed in Tables 2 and 3. Most of the training leaders were in the age category of 50 to 59 years, were male, were Caucasian, had a Master's degree, had from zero to fifty employees in the Training Department, and had been in the current job from zero to five years.

Analysis

The mean number of newer training methods used in these 57 organizations was 6.4 out of a possible 9 methods. The standard deviation was 1.984. The frequencies and percentages for number of newer training methods are presented in Table 4.

TABLE 1
REASONS FOR NOT PARTICIPATING IN THE STUDY

Reason	Frequency
Too busy, no time, other priorities	21
Do not do surveys	13
Downsizing, restructuring	7
No Training Department	6
No subordinates	4
No value to organization	2
Employee transferred	1
Survey too long, too complicated	1
Do not agree with questions	1

TABLE 2
DEMOGRAPHIC DATA ON SAMPLE (FREQUENCIES)

Demographic	Grouping	f	%
Age	20-29	1	1.8
	30-39	6	10.5
	40-49	19	33.3
	50-59	24	42.1
	Nonresponding	7	12.3
	Total	57	100.0
Gender	Female	19	33.3
	Male	38	66.7
	Nonresponding	0	0
	Total	57	100.0
Race	African-American	1	1.8
	Caucasian	48	84.2
	Other	2	3.5
	Nonresponding	6	10.5
	Total	57	100.0

TABLE 2 (CONTINUED)

Demographic	Grouping	f	%
Education	High School	1	1.8
	Bachelor's	20	35.1
	Master's	22	38.6
	Doctorate	7	12.3
	Nonresponding	7	12.3
<hr/>			
	Total	57	100.1 ^a
<hr/>			
No. employees in Training Department	0-50	36	63.2
	51-100	8	14.0
	101-150	2	3.5
	151-200	1	1.8
	201+	3	5.3
	Nonresponding	7	12.3
<hr/>			
	Total	57	100.1 ^a

^aPercentages may total more or less than 100 when rounded.

TABLE 2 (CONTINUED)

Demographic	Grouping	f	%
No. years in current position	0-5	34	59.6
	6-10	11	19.4
	11-15	4	7.1
	16+	1	1.8
	Nonresponding	7	12.3
Total		57	100.2 ^a

^aPercentages may total more or less than 100 when rounded.

TABLE 3

DEMOGRAPHIC DATA ON SAMPLE (MEANS AND STANDARD DEVIATIONS)

Demographic	Mean	Standard Deviation
Age	47.4	7.080
No. employees in Training Department	49.3	73.403
No. years in current position	5.2	4.406

TABLE 4
NUMBER OF NEWER TRAINING METHODS USED

No.	f	%
1	1	1.8
2	2	3.5
3	1	1.8
4	3	5.3
5	7	12.3
6	14	24.6
7	5	8.8
8	10	17.5
9	9	15.8
Nonresponding	5	8.8
Total	57	100.2 ^a

^aPercentages may total more or less than 100 when rounded.

Table 5 lists the mean and standard deviations for the Leadership Practices Inventory (LPI) self scores. For any one LPI factor, the maximum possible score was 30. For the LPI total score, the maximum possible score was 150. The "enabling others to act" was the highest scored factor and "inspiring a shared vision" was the lowest scored factor.

Table 6 presents the LPI scores for other. The "enabling others to act" was the highest scored factor and "inspiring a shared vision" was the lowest scored factor.

The Affective Communication Test (ACT) scores are presented in Table 7. The minimum score on the ACT was 13 and the maximum possible score on the ACT was 117. The ACT score for self was higher than the ACT score for other.

Table 8 lists the profitability data means and standard deviations for Return on Assets and Return on Equity. The means are percentages.

Table 9 presents the frequencies and percentages on profitability data on Moody's Bond Rating. The largest percentage of corporations was listed in the "A" bond rating category.

Table 10 presents the frequencies and percentages on profitability data on S&P Opinion. The largest percentage of corporations was given a "Three Star" rating.

TABLE 5
LEADERSHIP PRACTICES INVENTORY SCORES FOR SELF

Inventory	Mean	Standard Deviation
LPI-SC	23.5	2.470
LPI-SI	22.8	3.229
LPI-SE	25.6	2.390
LPI-SM	23.5	2.919
LPI-SEH	23.7	3.908
LPI-S, Total	119.0	10.483

NOTES. LPI-SC = Leadership Practices Inventory-Self,
 Challenging the Process; LPI-SI = Inspiring a Shared Vision;
 LPI-SE = Enabling Others to Act; LPI-SM = Modeling the Way;
 LPI-SEH = Encouraging the Heart.

TABLE 6
LEADERSHIP PRACTICES INVENTORY SCORES FOR OTHER

Inventory	Mean	Standard Deviation
LPI-OC	22.9	2.598
LPI-OI	21.9	3.367
LPI-OE	24.6	3.535
LPI-OM	22.7	2.880
LPI-OEH	23.2	3.615
LPI-O, Total	114.4	11.733

NOTES. LPI-OC = Leadership Practices Inventory-Other, Challenging the Process; LPI-OI = Inspiring a Shared Vision; LPI-OE = Enabling Others to Act; LPI-OM = Modeling the Way; LPI-OEH = Encouraging the Heart.

TABLE 7

AFFECTIVE COMMUNICATION TEST SCORES FOR SELF AND OTHER

Inventory	Mean	Standard Deviation
ACT-S	74.6	20.600
ACT-O	70.5	16.912

Note. ACT-S = Affective Communication Test for Self, ACT-O = Affective Communication Test for Other.

TABLE 8

ROA AND ROE PROFITABILITY DATA

Profit Measure	Mean (%)	Standard Deviation
ROA	4.477	5.779
ROE	14.677	8.810

Note. ROA = Return on Assets, ROE = Return on Equity.

TABLE 9

MOODY'S CORPORATE BOND RATING PROFITABILITY DATA

Profit Measure	Grouping	f	%
Moody's Corporate Bond Rating	Aaa ^a	2	3.5
	Aa	7	12.3
	A	16	28.1
	Baa	10	17.5
	Ba	2	3.5
	B	2	3.5
	Caa	1	1.8
	Ca	0	0
	C	0	0
	Unavailable	17	29.8
Total		57	100.0

^aAaa is best quality bonds, Aaa is high quality bonds, A is favorable investment bonds, Baa is for medium grade obligations, Ba is for speculative element bonds, B is for bonds which are not desirable, Caa is for poor standing bonds, Ca is for highly speculative bonds, and C is lowest rated bonds.

TABLE 10
S&P OPINION PROFITABILITY DATA

Profit Measure	Grouping	f	%
S&P Opinion	***** ^a	3	5.3
	****	15	26.3
	***	23	40.4
	**	2	3.5
	*	0	0
	Unavailable	14	24.6
Total		57	100.1 ^b

*****is a "buy" stock, **** is an "accumulate" stock, *** is a "hold" stock, ** is an "avoid" stock, and * is a "sell" stock. ^bPercentages may be more or less than 100 when rounded.

Table 11 presents the means of the sample compared to the remainder of the population for number of employees in the whole organization and for the current year's revenues. This comparison indicated no significant differences using a "z" test for means at the .05 significance level.

Table 12 lists the Fortune 500 Corporations by industry category showing the number of corporations in the population and in the sample in each category. Of the 53 different categories of industries, 29 were represented in the sample for a percentage of 55. There was only one industry category with more than 12 corporations that was not represented in the sample. That industry had 17 corporations.

TABLE 11

"Z" TEST FOR SAMPLE COMPARED TO POPULATION FOR NUMBER OF
EMPLOYEES AND CURRENT REVENUE

Measure	Sample	Remainder of Population	z	sig
No. Employees in Organization	49,953	39,820	0.1691	.4364
Current Revenue (billions of \$)	11.90	8.49	0.2430	.4052

TABLE 12
COMPARISON OF SAMPLE AND POPULATION BY INDUSTRY CATEGORY

Industry	Population	Sample
Aerospace	9	2
Airlines	8	2
Apparel	3	0
Beverages	4	0
Brokerage	5	0
Building Materials, Glass	5	1
Chemicals	20	1
Commercial Banks	31	5
Computer & Data Service	5	0
Computers, Office	13	2
Diversified Financials	12	0
Electric & Gas Utilities	35	6
Electronics, Electrical Equipment	17	0
Engineering Construction	7	1
Entertainment	6	0
Food	21	1
Food & Drug Stores	23	4
Food Services	4	1

TABLE 12 (CONTINUED)

Industry	Population	Sample
Forest & Paper Products	19	1
General Merchandisers	13	1
Health Care	12	2
Hotels, Casinos, Resorts	1	0
Industrial & Farm Equipment	12	1
Insurance, Stock	23	3
Insurance, Mutual	18	4
Marine Services	1	0
Metal Products	7	0
Metals	8	1
Mining, Crude Oil Production	1	0
Motor Vehicles & Parts	13	2
Package & Freight Delivery	3	0
Petroleum Refining	19	1
Pharmaceuticals	10	2
Pipelines	5	0
Publishing, Printing	7	1
Railroads	7	1
Rubber & Plastic	2	0

TABLE 12 (CONTINUED)

Industry	Population	Sample
Savings institutions	2	1
Scientific, Photographic & Control Equipment	8	0
Soaps, Cosmetics	4	2
Specialist Retailers	20	2
Telecommunications	15	4
Temporary Help	3	1
Textiles	1	0
Tobacco	3	0
Toys, Sporting Goods	2	0
Transportation Equipment	1	0
Truck Leasing	1	0
Trucking	2	0
Waste Management	2	0
Wholesalers	26	1
Miscellaneous	1	0
Total Categories	53	29

Relationship between Leadership and Method of
Training

Hypothesis one stated that there is no significant relationship between leadership behaviors of leaders in training organizations and method of training. The Leadership Practices Inventory for self and other scores and the Affective Communication Test scores were compared to the number of newer training methods used using the Pearson product-moment correlation analysis. The Spearman rho correlation data are given for comparison purposes. The data in Tables 13 through 15 indicate that there are no significant differences at the .0125 significance level. In addition to there not being any significant differences, none of the correlation coefficients is greater than .272 which would indicate only low relationships. All of the correlation coefficients for the ACT are negative which would indicate that the more charismatic training leaders would not use the newer training methods. The null hypothesis is retained.

Relationship between Leadership and Profitability

Hypothesis two stated that there is no significant relationship between leadership behavior of leaders in training organizations and organization profitability. The Leadership Practices Inventory for self and other scores and the Affective Communications Test scores were compared to ROA, ROE, the Moody's Corporate Bond Rating, and the

TABLE 13
CORRELATION OF LEADERSHIP PRACTICES INVENTORY-SELF TO NUMBER
OF NEWER TRAINING METHODS

Inventory	Number of Newer Training Methods		
	r	Sig	N
LPI-SC	.015 ^a	.916	51
	(-.020) ^b	(.892)	(51)
LPI-SI	-.025	.862	51
	(-.076)	(.598)	(51)
LPI-SE	.073	.611	51
	(.260)	(.858)	(51)
LPI-SM	.247	.080	51
	(.210)	(.140)	(51)
LPI-SEH	-.015	.919	51
	(-.045)	(.754)	(51)
LPI-S, Total	.055	.699	51
	(.019)	(.896)	(51)

NOTES. LPI-SC = Leadership Practices Inventory-Self, Challenging the Process; LPI-SI = Inspiring a Shared Vision; LPI-SE = Enabling Others to Act; LPI-SM = Modeling the Way; LPI-SEH = Encouraging the Heart.

^aPearson product-moment. ^bSpearman rho.

TABLE 14
CORRELATION OF LEADERSHIP PRACTICES INVENTORY-OTHER TO
NUMBER OF NEWER TRAINING METHODS

Inventory	Number of Newer Training Methods		
	r	Sig	N
LPI-OC	.233 ^a	.099	51
	(.272) ^b	(.051)	(51)
LPI-OI	.055	.704	51
	(.112)	(.431)	(51)
LPI-OE	.037	.795	51
	(.055)	(.701)	(51)
LPI-OM	.093	.516	51
	(.129)	(.362)	(51)
LPI-OEH	.015	.915	51
	(.056)	(.696)	(51)
LPI-O, Total	.128	.370	51
	(.146)	(.302)	(51)

NOTES. LPI-OC = Leadership Practices Inventory-Other, Challenging the Process; LPI-OI = Inspiring a Shared Vision; LPI-OE = Enabling Others to Act; LPI-OM = Modeling the Way; LPI-OEH = Encouraging the Heart.

^aPearson product-moment. ^bSpearman rho.

TABLE 15
CORRELATION OF AFFECTIVE COMMUNICAITON TEST FOR SELF
AND OTHER TO NUMBER OF NEWER TRAINING METHODS

Inventory	Number of Newer Training Methods		
	r	Sig	N
ACT-S	-.026 ^a	.859	51
	(-.096) ^b	(.504)	(51)
ACT-O	-.125	.383	51
	(-.095)	(.501)	(51)

Note. ACT-S = Affective Communication Test for Self, ACT-O = Affective Communication Test for Other.

^aPearson product-moment. ^bSpearman rho.

Standard and Poor's Opinion using the Pearson product-moment correlation analysis. The Spearman rho correlation data are given for comparison purposes. The data in Tables 16 through 25 indicate that there are no significant differences at the .0125 significance level. In addition to there not being any significant differences, none of the correlation coefficients is greater than .399, with most being below .300. These low coefficients would indicate low relationships. The null hypothesis is retained.

Relationship between Method of Training and Profitability

Hypothesis three stated that there is no significant relationship between method of training and organization profitability. The number of newer training methods used was compared to ROA, ROE, the Moody's Corporate Bond Rating, and the Standard and Poor's Opinion using the Pearson product-moment correlation analysis. The Spearman rho correlation data are given for comparison purposes. The data in Table 28 indicate that the number of newer training methods is significantly correlated to ROA with a Pearson product-moment correlation coefficient of .363. This value would indicate a low, positive relationship. There are no other significant differences at the .0125 significance level. The correlation coefficient for the Moody's Bond Rating was .330, but this was not significant. Both the Pearson and Spearman correlation coefficients for

TABLE 16
CORRELATION OF LEADERSHIP PRACTICES INVENTORY-SELF
TO RETURN ON ASSETS

Inventory	Return on Assets		
	r	Sig	N
LPI-SC	-.015 ^a	.916	53
	(-.036) ^b	(.799)	(53)
LPI-SI	-.088	.533	53
	(-.038)	(.788)	(53)
LPI-SE	.030	.833	53
	(.067)	(.630)	(53)
LPI-SM	.088	.954	53
	(.133)	(.340)	(53)
LPI-SEH	-.076	.588	53
	(-.014)	(.919)	(53)
LPI-S, Total	-.060	.668	53
	(.035)	(.806)	(53)

NOTES. LPI-SC = Leadership Practices Inventory-Self, Challenging the Process; LPI-SI = Inspiring a Shared Vision; LPI-SE = Enabling Others to Act; LPI-SM = Modeling the Way; LPI-SEH = Encouraging the Heart.

^aPearson product-moment. ^bSpearman rho.

TABLE 17
CORRELATION OF LEADERSHIP PRACTICES INVENTORY-OTHER
TO RETURN ON ASSETS

Inventory	Return on Assets		
	r	Sig	N
LPI-OC	.300 ^a	.024	57
	(.274) ^b	(.039)	(57)
LPI-OI	.028	.837	57
	(.095)	(.712)	(57)
LPI-OE	-.050	.712	57
	(-.041)	(.762)	(57)
LPI-OM	.087	.521	57
	(.152)	(.259)	(57)
LPI-OEH	.057	.672	57
	(.082)	(.543)	(57)
LPI-O, Total	.131	.333	57
	(.194)	(.149)	(57)

NOTES. LPI-OC = Leadership Practices Inventory-Other, Challenging the Process; LPI-OI = Inspiring a Shared Vision; LPI-OE = Enabling Others to Act; LPI-OM = Modeling the Way; LPI-OEH = Encouraging the Heart.

^aPearson product-moment. ^bSpearman rho.

TABLE 18
CORRELATION OF AFFECTIVE COMMUNICATION TEST FOR
SELF AND OTHER TO RETURN ON ASSETS

Inventory	Return on Assets		
	r	Sig	N
ACT-S	.241 ^a	.085	52
	(.083) ^b	(.556)	(52)
ACT-O	.276	.038	57
	(.137)	(.311)	(57)

Note. ACT-S = Affective Communication Test for self, ACT-O = Affective Communication Test for Other.

^aPearson product-moment. ^bSpearman rho.

TABLE 19
CORRELATION OF LEADERSHIP PRACTICES INVENTORY-SELF
TO RETURN ON EQUITY

Inventory	Return on Equity		
	r	Sig	N
LPI-SC	.241 ^a	.098	48
	(.282) ^b	(.052)	(48)
LPI-SI	.076	.609	48
	(.045)	(.760)	(48)
LPI-SE	.061	.682	48
	(.076)	(.606)	(48)
LPI-SM	.067	.648	48
	(.059)	(.696)	(48)
LPI-SEH	.087	.557	48
	(.092)	(.536)	(48)
LPI-S, Total	.136	.357	48
	(.151)	(.305)	(48)

NOTES. LPI-SC = Leadership Practices Inventory-Self, Challenging the Process; LPI-SI = Inspiring a Shared Vision; LPI-SE = Enabling Others to Act; LPI-SM = Modeling the Way; LPI-SEH = Encouraging the Heart.

^aPearson product-moment. ^bSpearman rho.

TABLE 20
CORRELATION OF LEADERSHIP PRACTICES INVENTORY-OTHER TO
RETURN ON EQUITY

Inventory	Return on Equity		
	r	Sig	N
LPI-OC	.286 ^a	.040	52
	(.243) ^b	(.083)	(52)
LPI-OI	.056	.694	52
	(.045)	(.749)	(52)
LPI-OE	.125	.378	52
	(.095)	(.237)	(52)
LPI-OM	.167	.237	52
	(.128)	(.366)	(52)
LPI-OEH	.210	.126	52
	(.122)	(.390)	(52)
LPI-O, Total	.280	.044	52
	(.262)	(.061)	(52)

NOTES. LPI-OC = Leadership Practices Inventory-Other, Challenging the Process; LPI-OI = Inspiring a Shared Vision; LPI-OE = Enabling Others to Act; LPI-OM = Modeling the Way; LPI-OEH = Encouraging the Heart.

^aPearson product-moment. ^bSpearman rho.

TABLE 21
CORRELATION OF AFFECTIVE COMMUNICATION TEST FOR SELF AND
OTHER TO RETURN ON EQUITY

Inventory	Return on Equity		
	r	Sig	N
ACT-S	.065 ^a	.666	47
	(.058) ^b	(.697)	(47)
ACT-O	.007	.960	52
	(-.019)	(.894)	(52)

Note. ACT-S = Affective Communication Test for self, ACT-O = Affective Communication Test for others.

^aPearson product-moment. ^bSpearman rho.

TABLE 22
CORRELATION OF LEADERSHIP PRACTICES INVENTORY-SELF
TO MOODY'S BOND RATING

Inventory	Moody's Bond Rating		
	r	Sig	N
LPI-SC	.308 ^a	.060	38
	(.283) ^b	(.085)	(38)
LPI-SI	.166	.320	38
	(.147)	(.379)	(38)
LPI-SE	.081	.631	38
	(.077)	(.645)	(38)
LPI-SM	.073	.644	38
	(.107)	(.522)	(38)
LPI-SEH	.008	.963	38
	(-.049)	(.770)	(38)
LPI-S, Total	.138	.409	38
	(.177)	(.484)	(38)

NOTES. LPI-SC = Leadership Practices Inventory-Self, Challenging the Process; LPI-SI = Inspiring a Shared Vision; LPI-SE = Enabling Others to Act; LPI-SM = Modeling the Way; LPI-SEH = Encouraging the Heart.

^aPearson product-moment. ^bSpearman rho.

Table 23

CORRELATION OF LEADERSHIP PRACTICES INVENTORY-OTHER TO
MOODY'S BOND RATING

Inventory	Moody's Bond Rating		
	r	Sig	N
LPI-OC	.319 ^a	.045	40
	(.307) ^b	(.054)	(40)
LPI-OI	.054	.743	40
	(.096)	(.553)	(40)
LPI-OE	.166	.304	40
	(.215)	(.183)	(40)
LPI-OM	.147	.367	40
	(.080)	(.624)	(40)
LPI-OEH	.178	.271	40
	(.154)	(.342)	(40)
LPI-O, Total	.240	.135	40
	(.150)	(.356)	(40)

NOTES. LPI-OC = Leadership Practices Inventory-Other, Challenging the Process; LPI-OI = Inspiring a Shared Vision; LPI-OE = Enabling Others to Act; LPI-OM = Modeling the Way; LPI-OEH = Encouraging the Heart.

^aPearson product-moment. ^bSpearman rho.

TABLE 24
CORRELATION OF AFFECTIVE COMMUNICAITON TEST FOR SELF
AND OTHER TO MOODY'S BOND RATING

Inventory	Moody's Bond Rating		
	r	Sig	N
ACT-S	.076 ^a	.654	37
	(-.110) ^b	(.517)	(37)
ACT-O	.141	.385	40
	(.067)	(.679)	(40)

Note. ACT-S = Affective Communication Test for Self, ACT-O = Affective Communication Test for Other.

^aPearson product-moment. ^bSpearman rho.

TABLE 25
CORRELATION OF LEADERSHIP PRACTICES INVENTORY-SELF
TO S&P OPINION

Inventory	S&P Opinion		
	r	Sig	N
LPI-SC	.060 ^a	.711	41
	(.035) ^b	(.828)	(41)
LPI-SI	.296	.060	41
	(.272)	(.085)	(41)
LPI-SE	-.100	.532	41
	(-.058)	(.720)	(41)
LPI-SM	.159	.320	41
	(.138)	(.390)	(41)
LPI-SEH	-.366	.018	41
	(.399)	(.010)	(41)
LPI-S, Total	.000	1.000	41
	(-.002)	(.990)	(41)

NOTES. LPI-SC = Leadership Practices Inventory-Self, Challenging the Process; LPI-SI = Inspiring a Shared Vision; LPI-SE = Enabling Others to Act; LPI-SM = Modeling the Way; LPI-SEH = Encouraging the Heart.

^aPearson product-moment. ^bSpearman rho.

TABLE 26
CORRELATION OF LEADERSHIP PRACTICES INVENTORY-OTHER
TO S&P OPINION

Inventory	S&P Opinion		
	r	Sig	N
LPI-OC	.348 ^a (.325) ^b	.022 (.034)	43 (43)
LPI-OI	.206 (.236)	.186 (.128)	43 (43)
LPI-OE	-.174 (.027)	.264 (.861)	43 (43)
LPI-OM	.166 (.213)	.289 (.170)	43 (43)
LPI-OEH	-.041 (.024)	.792 (.877)	43 (43)
LPI-O, Total	.134 (.238)	.393 (.124)	43 (43)

NOTES. LPI-OC = Leadership Practices Inventory-Other, Challenging the Process; LPI-OI = Inspiring a Shared Vision; LPI-OE = Enabling Others to Act; LPI-OM = Modeling the Way; LPI-OEH = Encouraging the Heart.

^aPearson product-moment. ^bSpearman rho.

TABLE 27
CORRELATION OF AFFECTIVE COMMUNICAITON TEST FOR
SELF AND OTHER TO S&P OPINION

Inventory	S&P Opinion		
	r	Sig	N
ACT-S	.149 ^a	.358	40
	(.158) ^b	(.330)	(40)
ACT-O	.171	.272	40
	(.260)	(.092)	(40)

Note. ACT-S = Affective Communication Test for Self, ACT-O = Affective Communication Test for Other.

^aPearson product-moment. ^bSpearman rho.

TABLE 28
COMPARISON OF NUMBER OF NEWER TRAINING METHODS
TO ROA, ROE, MOODY'S BOND RATING, AND S&P OPINION

Profit Measure	Number of Newer Training Methods		
	r	Sig	N
Return on Assets	.363 ^a	.008*	47
	(.381) ^b	(.005)	(47)
Return on Equity	.195	.118	47
	(.205)	(.167)	(47)
Moody's Bond Rating	.330	.049	21
	(.454)	(.005)	(21)
S&P Opinion	-.020	.902	39
	(-.020)	(.904)	(39)

^aPearson product-moment. ^bSpearman rho.

*p < .0125

the S&P Opinion are negative, but these are not significant. The null hypothesis was rejected.

Relationship between Demographics and Profitability

Hypothesis four stated that there is no significant relationship between demographic data such as: age, gender, race, education level, number of employees in the training department, and number of years in current position. The demographics were compared to organization profitability using the Pearson product-moment correlation analysis. The Spearman rho correlation data are given for comparison purposes. The data in Tables 29 through 32 indicate that there are no significant differences at the .0125 significance level. In addition to there not being any significant differences, none of the correlation coefficients for age, gender, race, education level, or number of years in the current position are greater than .341 which would indicate only low relationships. Most of these coefficients are below .300 or negative. The only moderate correlation coefficient is the Spearman value for number of employees in the training organization with Moody's Bond Rating which is .441; however, the Pearson value is only .196. The null hypothesis is retained.

TABLE 29
CORRELATION OF AGE, GENDER, EDUCATION LEVEL, NO. OF
EMPLOYEES IN TRAINING ORGANIZATION, AND NO. OF YEARS IN
CURRENT POSITION TO RETURN ON ASSETS

Demographic	Return on Assets		
	r	Sig	N
Age	.307 ^a	.030	50
	(.341) ^b	(.015)	(50)
Gender	.104	.443	57
	(.062)	(.646)	(57)
Race	-.148	.301	51
	(-.304)	(.030)	(51)
Education Level	.019	.897	50
	(-.067)	(.644)	(50)
No. of Employees in Training Organization	-.017	.907	50
	(.077)	(.594)	(50)
No. of Years in Current Position	.059	.682	50
	(.139)	(.335)	(50)

^aPearson product-moment. ^bSpearman rho.

TABLE 30
CORRELATION OF AGE, GENDER, EDUCATION LEVEL, NO. OF
EMPLOYEES IN TRAINING ORGANIZATION, AND NO. OF YEARS IN
CURRENT POSITION TO RETURN ON EQUITY

Demographic	Return on Equity		
	r	Sig	N
Age	.298 ^a	.046	45
	(.313) ^b	(.036)	(45)
Gender	-.042	.766	52
	(.009)	(.946)	(52)
Race	-.109	.473	45
	(-.216)	(.149)	(45)
Education Level	-.103	.503	45
	(-.113)	(.458)	(45)
No. of Employees in Training Organization	.112	.465	45
	(.164)	(.281)	(45)
No. of Years in Current Position	-.036	.815	45
	(-.026)	(.867)	(45)

^aPearson product-moment. ^bSpearman rho.

TABLE 31
CORRELATION OF AGE, GENDER, EDUCATION LEVEL, NO. OF
EMPLOYEES IN TRAINING ORGANIZATION, AND NO. OF YEARS IN
CURRENT POSITION TO MOODY'S BOND RATING

Demographic	Moody's Bond Rating		
	r	Sig	N
Age	.020 ^a	.908	35
	(.035) ^b	(.843)	(35)
Gender	.091	.575	40
	(.044)	(.785)	(40)
Race	.101	.557	35
	(.105)	(.541)	(35)
Education Level	-.308	.071	35
	(-.242)	(.162)	(35)
No. of Employees in Training Organization	.196	.259	35
	(.441)	(.008)	(35)
No. of Years in Current Position	.037	.832	35
	(-.146)	(.404)	(35)

^aPearson product-moment. ^bSpearman rho.

TABLE 32
CORRELATION OF AGE, GENDER, EDUCATION LEVEL, NO. OF
EMPLOYEES IN TRAINING ORGANIZATION, AND NO. OF YEARS IN
CURRENT POSITION TO S&P OPINION

Demographic	S&P Opinion		
	r	Sig	N
Age	-.101 ^a	.547	38
	(-.083) ^b	(.619)	(38)
Gender	.098	.534	43
	(.080)	(.614)	(43)
Race	-.081	.624	38
	(.000)	(1.000)	(38)
Education Level	-.004	.981	38
	(.016)	(.926)	(38)
No. of Employees in Training Organization	.001	.993	38
	(-.177)	(.289)	(38)
No. of Years in Current Position	-.194	.243	38
	(-.133)	(.427)	(38)

^aPearson product-moment. ^bSpearman rho.

Regression Analysis on ROA

A regression analysis was performed using the two total values of the LPI scores, the ACT scores, and the number of newer training methods to predict profitability using ROA only as the dependent variable. The data in Table 33 indicate that the number of newer training methods in conjunction with the other factors can account for approximately 26% of the variation in ROA. Although none of the other "B" values are significant, this analysis shows the effect of the number of newer training methods on ROA.

Summary

Chapter 4 described the results and the analysis of the data. Responses were received from 57 of the 486 Fortune 500 corporations surveyed. A significant correlation was shown for the number of newer training methods compared to ROA. The number of newer training methods was also significant for regression on ROA. No other significant differences were observed.

Chapter 5 will present the findings, conclusions, and recommendations.

TABLE 33

REGRESSION ANALYSIS OF LEADERSHIP PRACTICES INVENTORY
TOTALS, AFFECTIVE COMMUNICATION TEST, AND NUMBER OF NEWER
METHODS OF TRAINING ON RETURN ON ASSETS

Variable	b	SE b	Beta	t	Sig t
ACT Other	.106	.079	.320	1.341	.187
LPI Other, Total	.023	.067	.049	0.350	.728
No. Newer Training Methods	1.175	.383	.407	3.072	.004*
LPI Self, Total	-.047	.078	-.085	-.612	.544
ACT Self	.022	.066	.005	-.743	.461
$\underline{r}^2 = .255, \underline{F}(5, 45) = 3.079^{**}$					

* $p < .0125$.

** $p < .05$.

CHAPTER 5

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

Chapter 5 contains the findings, conclusions, and recommendations based on the results of this study. The purpose of this study was to determine the relationship among leadership behavior of training leaders, methods of training, and organization profitability. The problem was addressed through a survey determining newer methods of training used, the Leadership Practices Inventory (LPI), and the Affective Communication Test (ACT).

Findings

The following findings are presented from the analysis of the data:

1. The sample size was very small compared to the total population.
2. No significant relationships were shown between the training leaders' leadership behaviors and the number of newer training methods.
3. No significant relationships were shown between the training leaders' leadership behaviors and organization profitability.

4. A significant relationship was shown between the number of newer training methods used and organization profitability as measured by return on assets.

5. No significant relationships were shown between demographic data and organization profitability.

Discussion of Findings

Sample

The sample was considered to be representative of the population even though it was small and was not a random sample. There were no significant differences in the total number of employees or in the current revenues between the sample and the population. Fifty-five percent of the industry categories were represented in the sample and all the major industry categories were represented.

The two main reasons for no responses were that personnel at corporations were busy and that corporations did not do surveys by policy. There were many more organizations that did not respond. One reason for this may have been the tremendous restructuring and downsizing currently occurring in American industry. This downsizing gives even more reason for training organizations to prove their worth by some profitability or performance measure. Even though confidentiality was assured, some corporations may have been concerned about giving other corporations a competitive advantage by participating in the study.

Another reason for the low response rate may have been the length and complexity of the questionnaire. In addition, some leaders may have been reluctant to do a survey involving their subordinates. If a leader does not feel that he or she is doing a good job, the leader does not want to do a survey that would cause the subordinates to think about the leader's performance. Simply reading over a questionnaire about good leadership practices may cause the subordinates to compare their leader with those practices.

Leadership and Method of Training

There were no significant relationships found between the training leaders' leadership behaviors and the number of newer training methods. In general, the empowered, transformational, visionary, and charismatic leadership behaviors did not have any effect on the organizations' use of the newer training methods. Leaders with these behaviors did not use the newer methods. It might be that other factors, such as the size of the organization, the type of organization, the type of training needed, and the training budget, may have had a greater effect on the use of the newer methods than training leader leadership behavior.

Leadership and Profitability

There were no significant relationships found between the training leaders' leadership behavior and organization profitability. In general, the empowered, transformational,

visionary, and charismatic leadership behaviors did not have any effect on organizations' profitability. Although not significant for the purposes of this research, the leadership practice, "challenging the process," did have low, positive relationships for return on assets, return on equity, Moody's Bond Rating, and the Standard and Poor's Opinion. Some of these relationships were significant at the .05 level. There are so many other factors, such as top leadership style, market conditions, industry type, and economic conditions, that the training leaders' influence may be very small. These findings are in agreement with the findings of Bullis (1992), Hannon (1992) and Esrael (1992), who found no relationship between leadership styles and profitability. These findings are in opposition to the findings of Ostrow (1992/1993), Langley (1992/1993), and Maglairi (1992/1993), who found positive relationships between leadership behavior and profitability. Method of

Training and Profitability

There was a significant relationship found between the number of newer training methods used and organization profitability as measured by return on assets. Return on assets is a long term measure. No other relationships were shown for return on equity, Moody's Corporate Bond Rating, or Standard and Poor's Opinion, which are all short term measures. No cause and effect can be assumed, but this finding does show that the more profitable corporations do

use the newer methods of training. Whether profitability or the newer methods of training came first cannot be determined. This finding does support organizations using the newer methods of training that could lead to greater profitability. This finding was similar to Ostrow's (1992/1993) finding of a link between training and profitability. Mitchell (1993) concluded that training must affect the bottom line, or return on assets, and this finding supports that conclusion.

It may be that cutting back on training expenses or not investing in newer methods of training may positively affect short term performance such as return on equity, Moody's Bond Rating, and the Standard and Poor's Opinion. This same practice, however, may have a negative effect on long term performance. Training is usually considered a long term investment in the organization's human resource, the people. U. S. corporations are notorious for taking short-term measures, like downsizing, that positively affect the short-term performance and the investment community's opinion, but may negatively affect the long-term performance as organizations can not compete as effectively.

The following were considered the newer methods: (a) accelerated learning, (b) case study methods, (c) computer-based training, (d) experiential exercises/games/simulations, (e) interactive video instruction, (f) multimedia, (g) non-computerized self-

study, (h) problem-based learning, and (i) video teleconferencing.

Demographics and Profitability

There were no relationships expected between demographics and profitability and this finding confirms that expectation. One finding of interest was the large number of female training leaders. Human Resource organizations have been shown to be a good place for females to advance to higher positions. A number of the Human Resources Vice-Presidents contacted in the study were also female.

Conclusions

The study was designed to determine relationships among leadership behavior of training leaders, the number of newer training methods used, and organization profit. The following conclusions are drawn:

1. From the data found in this study, the empowered, visionary, transformational, charismatic leadership behavior of the training leader does not seem important as far as organization profitability is concerned. The only factor that seemed to have an effect on profitability is "challenging the process." It was thought that training leaders with these behaviors would influence other leaders in the organization to help the organization achieve greater profitability. There are so many other factors, such as top

leadership style, market conditions, industry type, and economic conditions, that the training leaders' influence may be very small.

2. From the data found in this study, the empowered, visionary, transformational, charismatic leadership behavior of the training leader is not important as far as the number of newer training methods used is concerned. It was thought that the training leaders with these behaviors would use the newer training methods in their organizations. It might be that other factors, such as the size of the organization, the type of organization, the type of training needed, and the training budget, may have had a greater effect on the use of the newer methods than training leader leadership behavior.

3. The training department leader's age, gender, race, educational level, number of years in current position and the number of employees in the training organization are not important as far as organization profitability is concerned.

4. The number of newer training methods used does have a bearing on the long-term organization profitability as measured by return on assets, but not on short-term organization profitability as measured by return on equity, Moody's Bond Rating, or Standard and Poor's Opinion. Decreasing investment on training, such as not using newer, improved methods may positively affect short-term

performance, but may negatively affect long-term performance.

Recommendations

The following recommendations are proposed:

1. A similar study should be conducted in a particular industry. By doing this, profitability data would be expected to be more similar than across the entire Fortune 500 Companies.
2. The study should be replicated with efforts to get a larger sample size. University letterhead paper should be used, and additional follow-up letters and additional follow-up telephone calls should be made. The study could also be done at a time when U. S. businesses are not in so much turmoil or confusion.
3. Further study should be made on the effect of the leadership factor, "challenging the process," on organization profitability.
4. A study should be made that looks at the effect of Human Resources Vice-Presidents' leadership style on organization profitability. This effect might show a closer relationship than with training leaders.
5. Training for leaders in industrial or educational settings should always incorporate the newer methods of training to improve organization performance.

6. Companies, which always have limited resources, should put whatever resources needed to use the newer, improved methods of training to improve performance.

7. The use of the older methods of training or education, such as lecture, should be supplemented with an emphasis on the use of the newer methods that involve the use of technology and more learner involvement.

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APPENDICES

APPENDIX A
LETTER FOR PILOT STUDY

1244 Catawba Street
Kingsport, TN 37660-4506
(615) 247-1428 (home)
(615) 229-6691 (work)
May 20, 1995

Name
Title
Company
Street
City, State, Zip

Dear Mr/Ms:

I am enrolled in a doctoral program at ETSU and as a fellow ASTD member, I am asking for your help with my dissertation. I will be sending a survey instrument to other training leaders and part of that survey will be asking them to determine the types of training used in their companies' training departments. Would you please help me by reviewing the attached instrument and writing your comments and recommendations. I am particularly concerned that the training leaders understand the instrument and complete the instrument correctly. Your comments will be appreciated. Please return the instrument with your comments in the self-addressed, stamped envelope.

Sincerely,

Joseph D. Keith

APPENDIX B
LETTER FOR HUMAN RESOURCES VICE-PRESIDENT

1244 Catawba Street
Kingsport, TN 37660-4506
(615) 247-1428 (home)
(615) 229-6691 (work)
May 20, 1995

Name
Title
Company
Street
City, State, Zip

Dear Mr/Ms:

I am enrolled in a doctoral program at East Tennessee State University, and I am asking for your help with my dissertation. The study looks at the relationship among the leadership style of training leaders, the method of training, and organization performance. I am trying to answer the questions: Does leadership style affect profitability? Does choice of training method affect profitability? I am requesting a training leader in your organization and five of his or her subordinates to fill out a survey on leadership behavior and charisma and mail these to me.

This survey should provide some valuable information about leadership and training. I will send a condensation of my study for publication in a training journal, but cannot guarantee publication. The completed dissertation will be available for loan from East Tennessee State University and also from UMI Dissertation Services.

If you would permit your organization to participate, I will guarantee confidentiality. No organization will be identified in the study. To participate, choose a training leader (training director or training manager of a training department or training division who has direct reports or subordinates) in your organization to participate. If you have more than one training leader, use the attached random number table to choose one at random. Random selection is very important to insure the statistical validity of the study. Please fill out the enclosed post card with the name and address of the chosen training leader and your own name, and return the post card to me. The survey will take the training leader approximately 15 minutes to complete and will take each of the subordinates approximately 10 minutes to complete. I will provide anonymous feedback to the training leader on responses from the subordinates, if desired. This request is being sent to all Fortune 500 Companies that have been on the list for at least three years.

Sincerely,

Joseph D. Keith

APPENDIX C
TABLE OF RANDOM NUMBERS

TABLE OF RANDOM NUMBERS

6 7 8 5 6	4 0 8 8 8	4 8 6 8 4	6 6 7 9 4	7 7 6 4 1	2 6 6 6 4
9 5 9 6 7	4 8 3 6 3	7 6 9 6 3	3 5 2 8 6	5 3 3 2 0	5 5 3 2 7
5 5 4 3 7	4 5 6 9 4	5 5 6 6 3	2 9 2 7 2	8 4 6 9 2	1 9 2 2 6
6 5 1 3 5	5 3 7 5 4	2 4 1 3 6	5 9 6 3 4	6 5 5 6 3	9 6 3 5 5
3 4 8 5 8	3 3 6 7 4	2 5 0 3 7	3 7 1 5 6	9 4 4 7 5	4 4 5 4 2
6 3 4 7 3	4 6 3 5 4	8 1 2 2 2	0 3 1 6 5	5 2 5 4 8	4 1 6 6 6
2 6 6 1 2	3 2 3 8 1	9 9 2 3 6	4 6 7 2 9	4 7 3 5 5	5 4 5 2 8
3 3 2 3 9	4 6 4 3 5	8 0 5 4 5	5 2 7 5 7	5 4 6 5 2	6 3 6 2 0
3 0 2 1 2	9 2 6 8 6	3 6 4 2 2	6 4 2 5 0	8 5 4 6 9	4 4 3 3 6
2 4 9 2 0	2 1 5 8 6	2 3 1 3 6	2 5 2 3 8	4 8 7 6 5	2 1 9 5 2
5 8 4 9 3	5 1 9 4 7	2 6 5 3 3	7 6 7 6 3	5 6 1 6 6	7 5 7 5 7
5 5 6 4 4	4 9 4 1 7	6 6 4 7 4	5 3 8 2 7	2 7 1 0 6	6 2 8 5 0
4 0 1 5 2	7 3 6 1 1	2 5 5 7 2	3 2 7 2 9	6 6 2 9 6	3 2 4 1 8
4 5 2 0 4	6 6 4 9 5	5 7 3 5 9	5 3 5 3 1	9 1 8 5 1	3 3 9 1 2
3 9 6 6 6	0 6 9 4 3	2 2 6 6 6	1 4 7 1 8	2 9 2 9 6	9 1 6 5 2
4 9 7 2 5	3 0 4 2 6	1 4 5 8 4	7 5 6 3 2	4 4 5 2 6	6 3 6 1 3
0 2 2 2 1	2 9 4 9 3	0 1 2 6 1	6 8 4 5 2	2 6 0 2 4	1 3 4 1 5
5 3 2 6 6	1 2 4 2 5	1 8 4 2 5	7 1 9 4 6	2 1 0 8 5	8 5 1 8 5
0 5 9 8 4	5 6 5 6 0	2 6 3 1 2	7 4 8 4 6	4 5 6 8 3	6 6 3 8 3
2 9 3 8 3	5 5 9 4 7	6 2 6 2 4	2 6 2 7 8	2 2 0 5 6	5 7 2 3 6
9 5 1 5 8	4 7 5 3 7	4 2 5 3 9	4 2 2 6 8	5 6 4 9 3	1 1 4 1 2
2 5 2 6 1	5 3 9 4 6	6 6 4 6 4	7 8 9 4 8	2 5 0 2 6	6 3 1 8 6
5 5 1 0 4	0 6 5 3 8	3 6 4 2 5	3 2 3 5 6	9 9 4 6 5	7 2 8 5 0
4 5 2 9 3	9 3 1 5 9	4 6 2 3 2	6 1 4 2 7	6 5 0 8 2	6 3 2 7 5
6 6 8 6 9	4 8 5 7 3	4 5 9 6 5	5 1 4 3 3	4 1 5 5 7	1 9 3 4 4
6 3 5 4 9	4 3 8 4 4	4 4 5 3 9	8 1 8 5 3	4 2 6 4 2	5 4 8 0 4
5 4 5 6 4	2 8 1 2 1	1 5 0 6 1	1 1 8 3 6	6 1 4 1 6	8 4 5 4 5
8 6 8 2 1	6 9 5 9 3	5 0 9 3 0	4 7 4 4 7	6 4 5 5 2	5 5 3 6 2
4 6 0 6 0	6 6 2 7 7	2 9 1 6 5	3 1 1 2 7	1 0 5 5 6	2 9 8 2 5
6 7 7 5 5	1 1 3 2 3	6 6 8 5 8	5 4 6 6 2	4 3 6 7 7	1 6 1 1 2

To use the table, determine how many subjects are to be chosen, number the population 1 through x (the number that are in the population) then start at any point in the table and go right, left, up, or down, until the required number are chosen.

EXAMPLES: If choosing a sample of one from a population of five, number the population one through five, go to the table and start at any point, and go in any direction until one of the numbers, one through five is reached. That will be the sample.

If choosing a sample of five from a population greater than nine, number the population one through xx, go to the table and start at any point (looking at numbers in pairs), and go in any direction until five of the numbers in the population are obtained. That will be the sample.

APPENDIX D
POST CARD FOR HUMAN RESOURCES VICE-PRESIDENTS

POST CARD FOR HUMAN RESOURCES VICE-PRESIDENT

Dear Joe:

The Training Leader chosen to participate in your study is:

Name: _____
Title: _____
Company: _____
Phone: _____
Address: _____
City, State, ZIP: _____

My name is: _____
Company: _____

APPENDIX E
LETTER FOR TRAINING LEADER

1244 Catawba Street
Kingsport, TN 37660-4506
(615) 247-1428 (home)
(615) 229-6691 (work)
May 20, 1995

Name
Title
Company
Street
City, State, Zip

Dear Mr/Ms:

Your Vice-President of Human Resources, _____, has selected you to participate in a survey I am doing as part of my dissertation. I am enrolled in a doctoral program at East Tennessee State University. The study looks at the relationship among the leadership style of training leaders, the method of training, and organization performance. I am trying to answer the questions: Does leadership style affect profitability? Does choice of training method affect profitability? I am requesting that you and five of your subordinates fill out a survey on leadership behavior and charisma and mail these to me.

This survey should provide some valuable information about leadership and training. I will send a condensation of my study for publication in a training journal, but cannot guarantee publication. The completed dissertation will be available for loan from East Tennessee State University and also from UMI Dissertation Services.

If you will participate, I will guarantee confidentiality. No organization will be identified in the study. To participate, choose five of your subordinates or direct reports. If you have more than five subordinates, use the attached random number table to choose five at random. Random selection is very important to insure the statistical validity of the study. Please fill the attached surveys and return to me in the envelope provided and give the other surveys to the chosen subordinates. In addition, please read, and sign the informed consent form and return one copy with the survey. The survey will take you approximately 15 minutes to complete and will take each of your subordinates approximately 10 minutes to complete. I will provide anonymous feedback to you on responses from your subordinates, if desired. This request is being sent to all Fortune 500 Companies that have been on the list for at least three years.

Sincerely,

Joseph D. Keith

APPENDIX F
DEMOGRAPHIC INFORMATION

Demographic Information

Please provide the following demographic information in the space provided. This information will be used in the study in a confidential manner.

1. Age, in Years _____
2. Gender:
Female _____, Male _____
3. Racial/Ethnic Group:
African-American _____, Asian-American _____,
Hispanic _____, Caucasian _____, Other _____
4. Highest Educational Degree Earned:
High School _____, Bachelor's _____, Master's _____,
Doctorate _____
5. Number of Employees in the Training Department _____
6. Number of Years in Your Current Employment Position

APPENDIX G
TRAINING METHODS USED

Training Methods Used

Mark the following training methods that are used in your Company. Explanations of each method are included on the attached sheet.

<u>Method</u>	<u>Use</u>
1. Accelerated Learning	—
2. Audiotapes	—
3. Case Study Methods	—
4. Computer-based Training	—
5. Computer Conferencing	—
6. Experiential Exercises/Games Simulations	—
7. Films	—
8. Interactive Video	—
9. Lectures	—
10. Multimedia	—
11. Non-computerized Self-study	—
12. One-on-one Instruction	—
13. Problem-based Learning	—
14. Role Plays	—
15. Self-assessment/Self-testing Instruments	—
16. Slides	—
17. Teleconferencing (Audio only)	—
18. Video Teleconferencing	—
19. Videotapes	—

Explanations of Methods

1. Accelerated Learning - is a combination of physical relaxation, mental concentration, guided imagery, suggestive principles, baroque music, comfortable surroundings, rhythmic mnemonics, games, stories, poetry, background posters, peripherals, and group interaction
2. Audiotapes - the use of audiocassette tapes for instructional or training purposes
3. Case Study Method - involves reporting an actual or make-believe situation, having the learners think about and analyze the case, and discussing the case with other people
4. Computer-based Training - consists of interactive tutorials and simulations containing text and possibly graphics that provide training by means of a main frame computer or a personal computer
5. Computer Conferencing - the use of the Internet or similar computer networks to conduct training sessions
6. Experiential Exercises/Games/Simulations - are games or situations where individuals or focus groups consisting of employees and supervisors interact to simulate real-world conditions.
7. Films - the use of 16 millimeter films as an instructional method
8. Interactive Video - is video that is presented on optical disks where the trainee can interact with the learning process.
9. Lectures - the use of traditional, stand-up oral presentations by an instructor as a training method
10. Multimedia - is a computer system combining text, graphics, video, animation, audio, hypertext, and data bases in one platform for instructional purposes.
11. Non-computerized Self-study - is any teaching situation where students take responsibility for their own learning and make decisions about the topic of study, objectives, resources, schedule, type and sequence of activities, environment, media, learning strategy, etc.
12. One-on-one Instruction - having one worker (or instructor) train another worker, usually while on the job and doing actual work

13. Problem-based Learning - is a instructional strategy where the starting point is a problem that students may face in later life that is solved by students working in a group and assuming the responsibility for their own instruction and learning.

14. Role Plays - the use of assigning roles to class participants and having the participants play out the roles usually in pairs or larger groups to illustrate an instructional concept or to reinforce learning

15. Self-assessment/Self-testing Instruments - the use of instruments (tests or surveys) that are completed by the participant (or others) to learn the particular behaviors that the participant is exhibiting

16. Slides - the use of 35 millimeter slides as an instructional method

17. Teleconferencing (audio only) - is training delivered by voice only across hundreds of miles via telephone lines

18. Video Teleconferencing - is training (audio and visual) delivered across hundreds of miles via satellite or over short distances via local area networks.

19. Videotapes - training delivered by the use of VHS videotapes either in classroom settings or in self-study settings

APPENDIX H

LPI-SELF

LEADERSHIP PRACTICES INVENTORY (LPI): SELF

Name of Leader: _____

On the next two pages are thirty descriptive statements about various leadership behaviors and activities. Please read each statement carefully, then rate *yourself* in terms of *how frequently* you engage in the practice described. Record your responses by drawing a circle around the number that corresponds to the frequency you have selected. You are given five choices:

1. If you RARELY or NEVER do what is described in the statement, circle the number one.
2. If you do what is described ONCE IN A WHILE, circle the number two.
3. If you SOMETIMES do what is described, circle the number three.
4. If you do what is described FAIRLY OFTEN, circle the number four.
5. If you do what is described VERY FREQUENTLY or ALWAYS, circle the number five.

In selecting the answer, be realistic about the extent to which you actually engage in each behavior. Do not answer in terms of how you *like* to see yourself or in terms of what you *should be* doing. Answer in terms of how you *typically behave*. For example, the first statement is "I seek out challenging opportunities that test my skills and abilities." If you believe you do this "once in a while," circle the number two. If you believe you seek out challenging opportunities "fairly often," circle the number four.

LEADERSHIP PRACTICES INVENTORY (LPI): SELF

To what extent do you engage in the following actions and behaviors? Circle the number that applies to each statement.

1 Rarely	2 Once in a While	3 Sometimes	4 Fairly Often	5 Very Frequently
1. I seek out challenging opportunities that test my skills and abilities	1	2	3	4 5
2. I describe to others the kind of future I would like for us to create together	1	2	3	4 5
3. I involve others in planning the actions that we will take	1	2	3	4 5
4. I am clear about my own philosophy of leadership	1	2	3	4 5
5. I take time to celebrate accomplishments when project milestones are reached	1	2	3	4 5
6. I stay up-to-date on the most recent developments affecting our organization	1	2	3	4 5
7. I appeal to others to share my dream of the future as their own	1	2	3	4 5
8. I treat others with dignity and respect	1	2	3	4 5
9. I make certain that the projects I manage are broken down into manageable chunks	1	2	3	4 5
10. I make sure that people are recognized for their contributions to the success of our projects	1	2	3	4 5
11. I challenge the way we do things at work	1	2	3	4 5
12. I clearly communicate a positive and hopeful outlook for the future of our organization	1	2	3	4 5
13. I give people a lot of discretion to make their own decisions	1	2	3	4 5
14. I spend time and energy on making certain that people adhere to the values that have been agreed on	1	2	3	4 5
15. I praise people for a job well done	1	2	3	4 5

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1	2	3	4	5
Rarely	Once in a While	Sometimes	Fairly Often	Very Frequently

-
16. I look for innovative ways we can improve what we do in this organization 1 2 3 4 5
17. I show others how their long-term future interests can be realized by enlisting in a common vision 1 2 3 4 5
18. I develop cooperative relationships with the people I work with 1 2 3 4 5
19. I let others know my beliefs on how to best run the organization I lead 1 2 3 4 5
20. I give the members of the team lots of appreciation and support for their contributions . . 1 2 3 4 5
21. I ask "what can we learn?" when things do not go as expected 1 2 3 4 5
22. I look ahead and forecast what I expect the future to be like 1 2 3 4 5
23. I create an atmosphere of mutual trust in the projects I lead 1 2 3 4 5
24. I am consistent in practicing the values I espouse 1 2 3 4 5
25. I find ways to celebrate accomplishments 1 2 3 4 5
26. I experiment and take risks with new approaches to my work even when there is a chance I might fail 1 2 3 4 5
27. I am contagiously excited and enthusiastic about future possibilities 1 2 3 4 5
28. I get others to feel a sense of ownership for the projects they work on 1 2 3 4 5
29. I make sure the work group sets clear goals, makes plans, and establishes milestones for the projects I lead 1 2 3 4 5
30. I make it a point to tell the rest of the organization about the good work done by my group 1 2 3 4 5

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APPENDIX I

ACT-SELF

The Affective Communication Test
Self-Description Questionnaire

Please circle the appropriate number for each question as to whether the statement is true or false as it applies to you. A score of -4 would be given for completely false, with a score of +4 for completely true. Use other numbers for statements which are in between -4 and +4.

=====										
1. When I hear good dance music, I can hardly keep still.	-4	-3	-2	-1	0	+1	+2	+3	+4	
2. My laugh is soft and subdued.	-4	-3	-2	-1	0	+1	+2	+3	+4	
3. I can easily express emotion over the telephone.	-4	-3	-2	-1	0	+1	+2	+3	+4	
4. I often touch friends during conversations.	-4	-3	-2	-1	0	+1	+2	+3	+4	
5. I dislike being watched by a large group of people.	-4	-3	-2	-1	0	+1	+2	+3	+4	
6. I usually have a neutral facial expression.	-4	-3	-2	-1	0	+1	+2	+3	+4	
7. People tell me that I would make a good actor or actress.	-4	-3	-2	-1	0	+1	+2	+3	+4	
8. I like to remain unnoticed in a crowd.	-4	-3	-2	-1	0	+1	+2	+3	+4	
9. I am shy among strangers.	-4	-3	-2	-1	0	+1	+2	+3	+4	
10. I am able to give a seductive glance if I want to	-4	-3	-2	-1	0	+1	+2	+3	+4	
11. I am terrible at pantomime as in games like charades.	-4	-3	-2	-1	0	+1	+2	+3	+4	
12. At small parties I am the center of attention.	-4	-3	-2	-1	0	+1	+2	+3	+4	
13. I show that I like someone by hugging or touching that person.	-4	-3	-2	-1	0	+1	+2	+3	+4	

APPENDIX J
INFORMED CONSENT FORM

FORM 106
East Tennessee State University
INFORMED CONSENT FORM

PRINCIPAL INVESTIGATOR: Joseph D. Keith

TITLE OF PROJECT: "The Relationship among Leadership Behaviors of Leaders in Training Organizations, Training Methods, and Organization Profitability"

PURPOSE The purposes of the study are:

- 1). to determine if there is a relationship between leadership behaviors of leaders in training organizations and organization profitability
- 2). to determine if there is a relationship between leadership behaviors of leaders in training organizations and training methods used; and
- 3). to determine if there is a relationship between training methods used and organization profitability.

DURATION The expected duration of the participant's time will be between 10 to 15 minutes.

PROCEDURES The surveys will be mailed to the participants and then mailed back to the principal investigator.

POSSIBLE RISKS/DISCOMFORTS There are no discomforts, inconveniences, and/or risks that are reasonably expected.

CONTACT FOR QUESTIONS If you have any further questions about this study you may call Joseph D. Keith at (615) 247-1428 or Dr Donn Gresso at (615) 929-4251.

Further information about research subject's rights and whom to contact in the event of a research-related injury may be obtained from the Chairman of the Institutional Review Board at (615) 929-6134.

Although your rights and privacy will be maintained, the Secretary of the Department of Health and Human Services and the ETSU Institutional Review Board do have free access to any information obtained in this study should it become necessary and should you freely and voluntarily choose to participate. You may withdraw at any time without prejudice.

DRUGS AND DEVICES UNDER FDA REGULATION: You understand that because this study does not involve articles regulated by the FDA (Food and Drug Administration), the FDA may not choose to inspect records which identify you as a subject in this investigation.

Your study record will be maintained in strictest confidence according to current legal requirements and will not be revealed unless required by law or as noted above.

COMPENSATION FOR MEDICAL TREATMENT: East Tennessee State University does not provide compensation for medical treatment other than emergency first aid, for any injury which may occur as a result of your participation as a subject in this study, claims arising against ETSU or any of its agents or employees may be submitted to the Tennessee Claims Commission for disposition to the extent allowable as provided under TCA

Section 9-8-307. Further information concerning this may be obtained from the Chairman of the Institutional Review Board at (615) 929-6134.

WITNESSING AND SIGNATURES: The nature, demands, risks, and benefits of the project have been explained to me as well as is known and available. I understand what my participation involves. Furthermore, I understand that I am free to ask questions and withdraw from the project at any time, without penalty. I have read and fully understand the consent form. I sign it freely and voluntarily. A signed copy has been given to me.

Signature of Volunteer

Date Signature of Investigator

Date

APPENDIX K
LETTER FOR TRAINING SUBORDINATE

1244 Catawba Street
Kingsport, TN 37660-4506
(615) 247-1428 (home)
(615) 229-6691 (work)
May 20, 1995

Dear Fellow Trainer:

Your training leader has chosen you to participate in a survey I am doing as part of my dissertation. I am enrolled in a doctoral program at East Tennessee State University. The study looks at the relationship among the leadership style of training leaders, the method of training, and organization performance. I am trying to answer the questions: Does leadership affect profitability? Does choice of training method affect profitability? I am requesting that you fill out a survey on leadership and charisma concerning your leader and return to me by mail. I will provide anonymous feedback to your leader, if desired.

This survey should provide some valuable information about leadership and training. I will send a condensation of my study for publication in a training journal, but cannot guarantee publication. The completed dissertation will be available for loan from East Tennessee State University and also from UMI Dissertation Services.

If you will participate, I will guarantee confidentiality. No organization will be identified in the study. To participate, please fill the attached survey and return to me in the envelope provided. In addition, please read, and sign the informed consent form and return one copy with the survey. The survey will take the you approximately 10 minutes to complete. This request is being sent to all Fortune 500 Companies that have been on the list for at least three years.

Sincerely,

Joseph D. Keith

APPENDIX L

LPI-OTHER

LEADERSHIP PRACTICES INVENTORY

L P I Other

Name of Leader: _____

The *Leadership Practices Inventory (LPI): Other* is designed to assist a leader in identifying the extent to which he or she engages in certain leadership practices. You are being asked by one of your colleagues to assess him or her on thirty leadership practices.

Instructions

The name of the person you will assess appears in the space marked "Name of Leader."

On the next two pages are thirty descriptive statements about various leadership behaviors and activities. Please read each statement carefully, then rate the leader whose name appears on this page in terms of *how frequently* he or she engages in the practice described. Record your responses by drawing a circle around the number that corresponds to the frequency you have selected. You are given five choices:

1. If the leader RARELY or NEVER does what is described in the statement, circle the number one.
2. If the leader does what is described ONCE IN A WHILE, circle the number two.
3. If he or she SOMETIMES does what is described, circle the number three.
4. If he or she does what is described FAIRLY OFTEN, circle the number four.
5. If the leader does what is described VERY FREQUENTLY or ALWAYS, circle the number five.

In selecting the answer, be realistic; answer in terms of how the person *typically* behaves. For example, the first statement is "He or she seeks out challenging opportunities that test his or her skills and abilities." If you believe he or she does this "once in a while," circle the number two. If you believe he or she seeks out challenging opportunities "fairly often," circle the number four.

LEADERSHIP PRACTICES INVENTORY (LPI): OTHER

To what extent would you say this person engages in the following actions and behaviors? Circle the number that applies to each statement.

1	2	3	4	5
Rarely	Once in a While	Sometimes	Fairly Often	Very Frequently
<hr/>				
He or she:				
1. seeks out challenging opportunities that test his or her skills and abilities 1 2 3 4 5				
2. describes the kind of future he or she would like for us to create together 1 2 3 4 5				
3. involves others in planning the actions that will be taken 1 2 3 4 5				
4. is clear about his or her own philosophy of leadership 1 2 3 4 5				
5. takes time to celebrate accomplishments when project milestones are reached 1 2 3 4 5				
6. stays up-to-date on the most recent developments affecting our organization 1 2 3 4 5				
7. appeals to others to share his or her dream of the future as their own 1 2 3 4 5				
8. treats others with dignity and respect 1 2 3 4 5				
9. makes certain that the projects he or she manages are broken down into manageable chunks . . . 1 2 3 4 5				
10. makes sure that people are recognized for their contributions to the success of our projects . 1 2 3 4 5				
11. challenges the way we do things at work 1 2 3 4 5				
12. clearly communicates a positive and hopeful outlook for the future of our organization 1 2 3 4 5				
13. gives people a lot of discretion to make their own decisions 1 2 3 4 5				
14. spends time and energy on making certain that people adhere to the values that have been agreed on 1 2 3 4 5				
15. praises people for a job well done 1 2 3 4 5				

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	1	2	3	4	5
	Rarely	Once in a While	Sometimes	Fairly Often	Very Frequently
He or she:					
16. looks for innovative ways we can improve what we do in this organization					1 2 3 4 5
17. shows others how their long-term future interests can be realized by enlisting in a common vision					1 2 3 4 5
18. develops cooperative relationships with the people he or she works with					1 2 3 4 5
19. lets others know his or her beliefs on how to best run the organization he or she leads					1 2 3 4 5
20. gives the members of the team lots of appreciation and support for their contributions					1 2 3 4 5
21. asks "what can we learn?" when things do not go as expected					1 2 3 4 5
22. looks ahead and forecasts what he or she expects the future to be like					1 2 3 4 5
23. creates an atmosphere of mutual trust in the projects he or she leads					1 2 3 4 5
24. is consistent in practicing the values he or she espouses					1 2 3 4 5
25. finds ways to celebrate accomplishments					1 2 3 4 5
26. experiments and takes risks with new approaches to his or her work even when there is a chance of failure					1 2 3 4 5
27. is contagiously excited and enthusiastic about future possibilities					1 2 3 4 5
28. gets others to feel a sense of ownership for the projects they work on					1 2 3 4 5
29. makes sure the work group sets clear goals, makes plans, and establishes milestones for the projects he or she leads					1 2 3 4 5
30. makes it a point to tell the rest of the organization about the good work done by his or her group					1 2 3 4 5

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APPENDIX M

ACT-OTHER

The Affective Communication Test
Other-Description Questionnaire

Please circle the appropriate number for each question as to whether the statement is true or false as it applies to your leader. A score of -4 would be given for completely false, with a score of +4 for completely true. Use other numbers for statements which are in between -4 and +4.

=====

- | | |
|--|---------------------------|
| 1. When he or she hears good dance music, he or she can hardly keep still. | -4 -3 -2 -1 0 +1 +2 +3 +4 |
| 2. His or her laugh is soft and subdued. | -4 -3 -2 -1 0 +1 +2 +3 +4 |
| 3. He or she can easily express emotion over the telephone. | -4 -3 -2 -1 0 +1 +2 +3 +4 |
| 4. He or she often touches friends during conversations. | -4 -3 -2 -1 0 +1 +2 +3 +4 |
| 5. He or she dislikes being watched by a large group of people. | -4 -3 -2 -1 0 +1 +2 +3 +4 |
| 6. He or she usually has a neutral facial expression. | -4 -3 -2 -1 0 +1 +2 +3 +4 |
| 7. People tell him or her that he or she would make a good actor or actress. | -4 -3 -2 -1 0 +1 +2 +3 +4 |
| 8. He or she likes to remain unnoticed in a crowd. | -4 -3 -2 -1 0 +1 +2 +3 +4 |
| 9. He or she is shy among strangers. | -4 -3 -2 -1 0 +1 +2 +3 +4 |
| 10. He or she is able to give a seductive glance if he or she wants to | -4 -3 -2 -1 0 +1 +2 +3 +4 |
| 11. He or she is terrible at pantomime as in games like charades. | -4 -3 -2 -1 0 +1 +2 +3 +4 |
| 12. At small parties he or she is the center of attention. | -4 -3 -2 -1 0 +1 +2 +3 +4 |
| 13. He or she shows that he or she likes someone by hugging or touching that person. | -4 -3 -2 -1 0 +1 +2 +3 +4 |

APPENDIX N
LETTER FROM DR. BARRY POSNER

KOUZES POSNER INTERNATIONAL, INC.
15419 Banyan Lane
Monte Sereno, California 95030
Phone/FAX: 408-354-9170

January 20, 1995

Mr. Joseph D. Keith
1244 Catawba Street
Kingsport, Tennessee 37660-4506

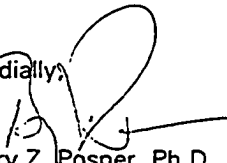
Dear Joseph:

Thank you for your letter (dated 13 January) requesting permission to use the Leadership Practices Inventory (LPI) in your dissertation. We are pleased to allow you to reproduce the LPI in your research project to the extent outlined in your letter and according to the following three stipulations:

1. That the following copyright notice appear on all copies of the LPI-Self and LPI-Observer: Copyright © 1993 Kouzes Posner International, Inc. Used with permission.
2. That we receive copies of all reports, papers, presentations, etc., including a bound copy of your dissertation, which utilize any of the LPI data from this study.
3. That the LPI may not be re-sold or re-packaged in any other programs or workshop settings without express written permission.

If you agree to the terms outlined above, please sign one copy of this letter and return it to the address above. Enclosed is an article providing more technical information about the instrument's psychometric properties.

If we can be of any further assistance, please do not hesitate to let us know. Best wishes in your research efforts.

Cordially,

Barry Z. Posner, Ph.D.
Managing Director

I understand and agree to abide by these terms:

Joseph D. Keith Date: 1/27/95

APPENDIX O
LETTER FROM INSTITUTIONAL REVIEW BOARD



East Tennessee State University

Institutional Review Board • Box 70565 • Johnson City, Tennessee 37614-0565 • (615) 929-6134

TO: Joseph D. Keith

FROM: David N. Walters, M.D., Chairman
Institutional Review Board

DATE: June 19, 1995

SUBJECT: The Relationship Among Leadership Behaviors of Leaders in Training
Organizations, Training Methods, and Organization Profitability.
IRB #95-001e

I have reviewed the above-referenced study and find that it qualifies for exemption from further IRB review. Federal Guidelines Title 45--Part 46.101 allows for categories of studies to be exempted from further IRB review.

If you feel it is necessary to call further IRB attention to any aspects of this project, please refer to the above-titled project and IRB# 95-001e.

I appreciate your bringing this project before the IRB for its concurrence of exempt status. Good luck with your study.

Respectfully submitted,

A handwritten signature in dark ink, appearing to read "David N. Walters M.D.", written in a cursive style.

David N. Walters, M.D.
Chairman, IRB

VITA

JOSEPH DAVID KEITH

Personal Data: Date of Birth: February 26, 1942
 Place of Birth: Rome, Georgia
 Marital Status: Married

Education: Public Schools, Rome, Georgia
 Georgia Institute of Technology,
 Atlanta, Georgia, B.S., 1964
 Institute of Textile Technology,
 Charlottesville, Virginia, M.S.,
 1966
 East Tennessee State University,
 Johnson City, Tennessee, MBA, 1977
 East Tennessee State University,
 Johnson City, Tennessee,
 Educational Leadership and Policy
 Analysis, Ed.D., 1996

Professional Senior Textile Technologist, Principal
 Experience Training Representative, Eastman
 Chemical Company, 1966-Present
 Captain, Quartermaster Corps, U.S. Army,
 1967-1969

Professional American Association for Textile
 Membership Technology
 American Society for Training and
 Development
 National Society for Performance
 and Instruction
 Delta Kappa Phi
 Phi Kappa Phi
 Phi Delta Kappa

Publications Keith, J. D. (Sept 1977). Polyester
 processing problems and answers.
 Textile Industries.
 Keith, J. D. (Oct 1992). Lecture or
 learner controlled training.
 Performance and Instruction.
 Keith, J. D. and Payton, E. (Feb 1995).
 Empowered employees in the learning
 organization. Training and
 Development.